

Essential Skills at Work in the North

Study Guide



**Aboriginal Language
Instructor**



**Administrative
Assistant**



Starting A Business



Nursing



**Renewable Resources
Officer**

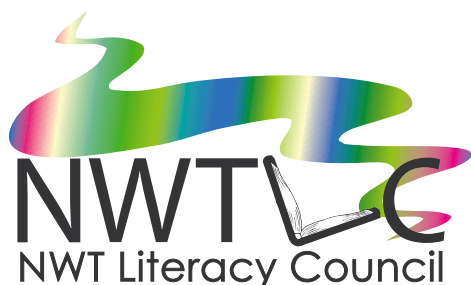
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Contact the NWT Literacy Council to get copies of this resource. You can also download it from our website.

With thanks to Mary McCreadie, Lisa Campbell and Mike Kelly and all the story contributors.



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Essential Skills at **Work in the North** *Study Guide*



Aboriginal Language Instructor

Aboriginal Language Instructor Essential Skills at Work in the North

Introduction

The learning activities in this study guide help learners explore ideas and information about essential skills, the job featured in the story, and topics that emerge from the story.

There are 12 learning activities. The study guide includes instructor notes and learner handouts for each activity. Learners use one or more essential skills for each activity. See the list of activities below. And check out the Resources section after the last learning activity.

The study guide includes the text for the Aboriginal Language Instructor Story, or you can listen to it online. It is part of the online tool **Essential Skills at Work in the North**. Look for the link on the NWT Literacy Council website homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Aboriginal Language Instructor Story from the online tool.



Shows instructor notes for each learning activity, including the main three essential skills that learners use during the activity



Shows learner handouts for each activity. Copy enough handouts before you start the activity.

Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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Aboriginal Language Instructor Story Text

Essential Skills at Work in the North

Meet Anna Lee McLeod. She travelled to Inuvik, took the Aboriginal Language and Cultural Instructor Program, and is now a teacher at the Moose Kerr School in Aklavik.

Anna Lee: I teach the Gwich'in language to students from kindergarten to grade nine. We use the Teetl'it dialect and the students catch on very quickly. They range from five years old to their teens.

You'll never regret taking the time to get educated, to become a language instructor. Because the rewards are just shown on the students' faces when you're teaching them every day. Especially at the younger ages where they're just like sponges where they just soak in everything that they're being taught.

So even the teenagers – you just get that day where they have just spoken the language. Like you know 'good afternoon, today it's sunny outside' – in the language. And it's just clearly spoken and just smoothly like they've been speaking for years.

Those moments, I praise them right on the spot. And I just tell them how happy I felt just at that moment hearing them the way they spoke. And I know that they have it in their memory that they can speak even though they say they can't.

As a teacher, especially as a parent, we need to really express how important it is for us to try to revive the skills and the languages. Because we all know that it's slowly diminishing right now in front of our eyes. And the key to trying to do that is our elders. Because without their guidance, their wisdom, and, most importantly, their knowledge we will continue to lose our language and culture. So we really need to take that step and be part of the team to reinforce the language and the culture.

We just recently had grandparents' day. And the students have brought the grandparents into the class. And this is where we would have our little tea and bannock parties. And they actually speak to them in the basics of the language: 'Would you like some tea? Would you like some sugar? Would you like bannock?' And it has to be all immersion – very little English has to be spoken.

It's really interesting to hear Anna Lee talk about her journey to become a teacher. Like a lot of us it took Anna Lee some time to figure out what she wanted to do.

Anna Lee: I believe after I graduated from high school, I think it took me like maybe seven, eight years to realize that the various other job opportunities that I had, wasn't really for me. And there was an opportunity here at Moose Kerr School to be a classroom assistant.

And I wanted to try that field and see if that's where I'm supposed to be going; because there was just a feeling that I was meant to do something other than bookkeeping. So I took that chance and I knew right away that this was where I wanted to be. Things were just falling into place for me very slowly and I am very grateful for that.

If you are thinking of becoming a teacher or making any kind of contribution to your culture, Anna Lee's voice rings true.

Anna Lee: I was like a lot of young adults. I knew bits and parts of the language. Growing up we weren't fully immersed into the language. However it was a broken language. I knew enough to understand and going into the program it was a great benefit. Because it kind of gave me that boost of encouragement that I can do the program – and I did.

Give it a try. You'll never know until you try and it's the best way to revive our language. It's part of our culture. Let's get more

people educated and get this into the homes. And you taking that first step paves the path to our future where our younger generation are going to follow.

Essential Skills – Aboriginal Language Instructor

Computer Use/Digital Literacy

Anna Lee: I work with computers lots. I've taken it upon myself because a lot of the material here is usually made by ourselves and a lot of my materials are off the computer. I actually work with a smart board which came out a few years – and it's the best thing ever.

Working with Others

Anna Lee: Well here at Moose Kerr School we really encourage team players and team support. With Aklavik being a mixed cultured community – we have Inuvialuit as well, the language – so we combine classes to teach together. And we do some on-the-land programs that we're involved together with. And we always involve our teachers with our students to come and promote the language.

Oral Communication

You can see how having good oral communication skills is very important in a teaching job. Anna Lee sees how important it is to interact with representatives from her community.

Anna Lee: We just recently had grandparents' day. And the students brought grandparents into the class. And this is where

we would have our little tea and bannock parties. And they are to speak to them in the basics of the language.

Recognizing how crucial it is to encourage young people to speak their language Anna Lee shows great oral communications skills in praising their efforts.

Anna Lee: I praise them right on the spot. And I just tell them how happy I felt just at that moment, hearing them, the way they spoke. And I know that they have it in their memory that they can speak, even though they say they can't.

Anna Lee displays great oral communication skills in seeking out and involving elders in her community's efforts to relearn their language.

Anna Lee: We need to really express how important it is for us to try to revive the skills and the languages. Because we all know that it's slowly diminishing right now in front of our eyes. And the key to trying to do that is our elders. Because without their guidance, their wisdom, and, most importantly, their knowledge, we will continue to lose our language and culture.

Continuous Learning

In today's world we must continue to learn all the time if we want to keep our skills up to date. Anna Lee not only went back to school to continue her education but she had to travel from Aklavik to Inuvik to do so.

Anna Lee: It was close enough still where I could travel back and forth when I had to. For the first part from the fall till December that would be by plane. And then there was the ice road – once the ice road was put in. And that would last until the end of April.

Most of the time I would be there for the week of school – like with family and friends. There was an airline that we made

arrangements with. If I was a continuous, frequent flyer, would they give us deals on travel? And they did, so that kind of helped out. And I was fortunate that my husband was still at work so there was support there. And I did have my daughter with me. She was just five years old so she came with mom to live in Inuvik. And then my husband and my two older sons stayed here in Aklavik.



1: Expand Your Vocabulary

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Expand your vocabulary

Learners fill in the blanks in sentences with the correct word. The sentences come from the story text. The handout has a list of words for learners to choose from. Encourage them to try the activity first without looking at the story text.

After learners complete the handout, discuss what they think each word means – using the context of the sentence and their common sense.



Expand Your Vocabulary Handout 1

Choose a word from the list below to fill in the blanks in each sentence. The sentences relate to the Aboriginal Language Instructor Story. Try to fill in the blanks without looking at the story text.

After you fill in all the blanks, use the sentence and your common sense to figure out what each word means.

- | | |
|---------------------------------------|------------------------------------|
| <input type="checkbox"/> dialect | <input type="checkbox"/> revive |
| <input type="checkbox"/> immersed | <input type="checkbox"/> reinforce |
| <input type="checkbox"/> contribution | <input type="checkbox"/> crucial |
| <input type="checkbox"/> interact | <input type="checkbox"/> memory |

1. Recognizing how _____ it is to encourage young people to speak their language, Anna Lee shows great oral communication skills in praising their efforts.
2. Growing up we weren't fully _____ into the language.

3. So we really need to take that step and be part of the team to _____ the language and the culture.
4. If you are thinking about becoming a teacher or making any kind of _____ to your culture, Anna Lee's voice rings true.
5. As a teacher, especially as a parent, we need to really express how important it is for us to try to _____ the skills and the languages.
6. I teach the Gwich'in language to students from kindergarten to grade nine, and we use the Teetl'it _____ and the students catch on very quickly.
7. Anna Lee sees how important it is to _____ with representatives from her community.
8. And I know that they have it in their _____ that they can speak even though they say they can't.



2: Essential Skills Vocabulary

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Essential skills vocabulary

Learners define a way that Anna Lee uses each of the nine essential skills. The story text gives examples for four essential skills. The handout encourages learners to use their imagination for the other five essential skills.

In the handout we completed one example from the story and one example of the other five essential skills.

The handout includes a list of the nine essential skills, with definitions. Discuss this part of the handout first if appropriate, or do the activity as a group.



Essential Skills Vocabulary Handout 2

Write down how Anna Lee might use each essential skill in her job as an Aboriginal language instructor. Her story gives examples for four essential skills – computer use/digital literacy, working with others, oral communications, and continuous learning. Use your imagination and common sense to find an example for the other five essential skills – reading, writing, numeracy, thinking, and document use.

We did two as examples: one from the story and one of the other five essential skills.

| From the story | |
|-------------------------------|---|
| Essential skills | Examples |
| Computer use/digital literacy | |
| Working with others | |
| Oral communication | Elders come to the classroom for grandparents' day, and students speak to them in their language. |
| Continuous learning | |

| 5 other essential skills | |
|--------------------------|---|
| Essential skills | Examples |
| Reading | |
| Writing | |
| Document use | As a teacher Anna Lee may help with report cards. |
| Numeracy | |
| Thinking | |

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



3: Story Questions

Instructor Notes

Essential skills: thinking, reading, writing, oral communication

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Story questions

Learners answer questions about Anna Lee's story of becoming an Aboriginal language instructor.

First, read the story out loud together. Encourage learners to answer the questions without checking back to the story text.



Story Questions Handout 3

Answer each question below about Anna Lee's story of being an Aboriginal language instructor. Try to answer the questions without checking back to the story text.

1. Name the school and community where Anna Lee teaches.

2. What is the language and what is the dialect that Anna Lee teaches?

3. What community did Anna Lee go to when she went back to school? What program did she take?

4. Anna Lee says that the key to trying to revive the language is the elders. She lists three things the elders contribute. What are they?

5. What work did Anna Lee do before she went back to school?

6. How well did Anna Lee know her Aboriginal language before she went back to school?

7. Anna Lee calls her community 'mixed cultured'. What other Aboriginal language do they teach at Anna Lee's school?

8. Anna Lee used two kinds of transportation to travel back and forth from her home community to school. What were they?

9. Anna Lee had one member of her family with her at school. Who was it?

10. What three members of Anna Lee's family stayed in her home community while she was at school?



4: Reflections – Discussion / Journal Writing

Instructor Notes

Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Reflections – discussion / journal writing

Ask learners to reflect on the story. Use the questions below – or make up your own questions – to guide a discussion about the story.

Following the discussion you may ask learners to write down their thoughts. And ask if they think the discussion added to their thoughts or changed them in any way.

- Did you find the story interesting? Why or why not?
- Anna Lee believes that, “We need to really express how important it is for us to try to revive the skills and the languages.” Do you agree? Why or why not?
- What do you think is the best thing about being an Aboriginal language instructor?
- What do you think is the most challenging thing about being an Aboriginal language instructor?
- When Anna Lee talks about her life before teaching she says, “Because there was just a feeling that I was meant to do something other than bookkeeping.” Can you describe what it feels like when you’re meant to do something? Have you ever felt that way?



Reflections – Discussion / Journal Writing Handout 4

Use the following questions to guide a group discussion.

Following the discussion you may use the questions to guide your journal writing. Did the discussion add to or change your thoughts in any way?

- Did you find the story interesting? Why or why not?
- Anna Lee believes that, “We need to really express how important it is for us to try to revive the skills and the languages.” Do you agree? Why or why not?
- What do you think is the best thing about being an Aboriginal language instructor?
- What do you think is the most challenging thing about being an Aboriginal language instructor?
- When Anna Lee talks about her life before teaching she says, “Because there was just a feeling that I was meant to do something other than bookkeeping.” Can you describe what it feels like when you’re meant to do something? Have you ever felt that way?



5: Similes

Instructor Notes

Essential skills: thinking, writing, reading, oral communication

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Similes

Learners follow through the handout to explore the world of similes:

- Read the definition and examples of 'like' and 'as' similes.
- Underline the simile in Anna Lee's story and say what the image really says.
- Check yes or no to say if each of eight sample sentences contains a simile. Write down why they answer the way they do. Discuss the answers.
- Read out loud each of eight similes from popular songs, and write down what the image is really saying. Discuss the answers.
- Fill in the blank to complete four common similes – two with 'as' and two with 'like'.
- Complete each of three sentences with a simile. The handout asks learners to use their imagination and create their own simile – an image that means something to them. Ask learners to read their sentences out loud. Discuss the images and how it feels to create their own simile.



Similes Handout 5

What is a simile? A simile uses 'like' or 'as'; it creates a vivid image to compare two unrelated things. Similes can be funny, serious, mean, or flattering. Common similes can vary from region to region and among different age groups. And over time they can change quickly. When we write similes we can use common ones or use our imagination to make one up.

Example using 'like': Your eyes are like sunshine.

- Meaning: your eyes are bright and cheerful.

Example using 'as': Your directions are as clear as mud.

- Meaning: your directions are confusing.

Find the simile in this example from Anna Lee's story and draw a line under it.

"The rewards show on the students' faces when you're teaching them every day. Especially at the younger ages where they're just like sponges ..."

What is Anna Lee really saying when she uses this simile?

Check ☒yes or ☒no for each item in the list below to say if it is a simile or not. Write down why you answered the way you did and then discuss your answers.

1. My dog is as wise as an owl.

Simile: ☐ yes ☐ no

Explain your answer: _____

2. Our feet move carefully forward, step by step.

Simile: ☐ yes ☐ no

Explain your answer: _____

3. They are as different as night and day.

Simile: ☐ yes ☐ no

Explain your answer: _____

4. My child's eyes are as kind as a good cup of tea.

Simile: ☐ yes ☐ no

Explain your answer: _____

5. Diamonds, diamonds, why dig for diamonds?

Simile: ☐ yes ☐ no

Explain your answer: _____

6. Light swims through my window like a hot knife through ice cream.

Simile: ☐ yes ☐ no

Explain your answer: _____

7. The ground squirrel scampers quickly up the tree.

Simile: ☐ yes ☐ no

Explain your answer: _____

8. Finding the correct answer was like shooting fish in a barrel.

Simile: ☐ yes ☐ no

Explain your answer: _____

Read each sentence below out loud and underline the simile. Each line is from a popular song. What does each image really mean?

1. U2: "A woman needs a man like a fish needs a bicycle."

Real meaning: _____

2. The Beatles: "It's been a hard day's night, and I've been working like a dog."

Real meaning: _____

3. Bob Dylan: "Like a rolling stone."

Real meaning: _____

4. Meat loaf: "Like a bat outta hell."

Real meaning: _____

5. Bon Jovi: "My heart is like an open highway."

Real meaning: _____

6. Taking Back Sunday: "You are as subtle as a brick to the small of my back."

Real meaning: _____

7. Led Zeppelin: "These are the seasons of emotions and like the winds they rise and fall."

Real meaning: _____

8. Jethro Tull: "Thick as a brick."

Real meaning: _____

Complete the following common similes.

She is as blind as a _____.

My child eats like a _____.

His skin is as cold as _____.

Last night I slept like a _____.

Complete each sentence below with a simile using 'as' OR 'like'. Use your imagination and create your own simile - an image that means something to you. After you're done, share your images. Read the sentences out loud. How does it feel to create your own similes?

The horizon at the edge of town is _____

When children learn their Aboriginal language they are _____

When I'm doing my favourite activity I am _____



6: NWT Official Languages – True or False

Instructor Notes

Essential skills: thinking, document use, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

NWT official languages - true or false

Learners check true or false to statements about the official languages in the NWT. The handout asks learners to correct the statement if they check it false. The handout includes an official languages map with information. Or learners can see the map on the Internet.

http://www.ece.gov.nt.ca/pdf_File/Official%20Language/024-Official%20Languages%20Map-web.pdf



NWT Official Languages – true or false Handout 6

Check ☒ true or ☒ false for each of the 10 statements. If you answer 'false', change the statement to make it true. Use the official languages map handout to answer the questions. Or you can look up the map on the Internet at:

http://www.ece.gov.nt.ca/pdf_File/Official%20Language/024-Official%20Languages%20Map-web.pdf

1. The NWT has 10 official languages.
☐ True ☐ False
2. The NWT has nine official Aboriginal languages.
☐ True ☐ False
3. Chipewyan, Thcho, Gwich'in, North Slavey, and South Slavey are all part of the Athapaskan language family.
☐ True ☐ False
4. Inuit official languages include Inuvialuktun, Inuinnaqtun, and Inuktitut.
☐ True ☐ False
5. Cree is part of the Athapaskan language family.
☐ True ☐ False

6. Aklavik and Inuvik are both home to two Aboriginal languages: Gwich'in and North Slavey.
☐ True ☐ False
7. Official languages in the NWT include English and French, as well as nine Aboriginal languages.
☐ True ☐ False
8. Ulukhaktok is the only Inuinnaqtun-speaking community in the NWT.
☐ True ☐ False
9. Official Aboriginal languages in the NWT include one from the Algonquian language family.
☐ True ☐ False
10. Tłıcho speaking communities include Yellowknife, Ndilo, and Dettah.
☐ True ☐ False

NWT Official Languages include 9 Aboriginal Languages



The NWT is the only place in Canada with 11 official languages: nine Aboriginal languages, English, and French.

- Chipewyan, Tlicho, Gwich'in, and North and South Slavey are part of the Athapaskan language family.
- Cree is part of the Algonquian language family.
- Inuvialuktun, Inuinnaqtun, and Inuktitut are part of the Inuit language family.
- Aboriginal languages are used most in smaller communities – except Inuktitut, which is used most in Yellowknife.



7: NWT Aboriginal Languages – Comparing Data

Instructor Notes

Essential skills: document use, numeracy, thinking

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

NWT Aboriginal languages - comparing data

Learners choose the best-fitting, most accurate phrase from the list provided to fill in the blank in each statement. They use each phrase twice.

The answers appear in the brackets below (removed from the learner handout). The official languages map is the information source and part of the handout, as in Activity 6.

- | | |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> the same as (3, 7) | <input type="checkbox"/> <input type="checkbox"/> larger than (2, 8) |
| <input type="checkbox"/> <input type="checkbox"/> smaller than (9, 12) | <input type="checkbox"/> <input type="checkbox"/> more likely (1, 10) |
| <input type="checkbox"/> <input type="checkbox"/> less likely (4, 6) | <input type="checkbox"/> <input type="checkbox"/> different than (5, 11) |

If needed, brainstorm what each of these phrases means before learners complete the handout.



NWT Aboriginal Languages - comparing data Handout 7

Fill in the blank in each sentence with the phrase from the list below that fits best. Use each phrase in two sentences. Use the Aboriginal languages map to find the answers, if needed.

- | | |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> the same as | <input type="checkbox"/> <input type="checkbox"/> larger than |
| <input type="checkbox"/> <input type="checkbox"/> smaller than | <input type="checkbox"/> <input type="checkbox"/> more likely |
| <input type="checkbox"/> <input type="checkbox"/> less likely | <input type="checkbox"/> <input type="checkbox"/> different than |

1. People in Yellowknife are _____
to speak Inuktitut than people in Inuvik.
2. The number of South Slavey communities is _____
_____ the number of North Slavey communities.
3. The language family for Chipewyan, Tłıcho, and Gwich'in is
_____ the South
Slavey language family.

4. People in regional centres are _____
to speak an Aboriginal language than people in small
communities.
5. The language family for Cree is _____
the language family for South Slavey.
6. People in Lutselk'e are _____ to
speak Cree than people in Fort Smith.
7. The Aboriginal language in Gamètì is _____
_____ the Aboriginal language in Whatì.
8. The number of Inuvialuktun communities is _____
_____ the number of Inuinnaqtun communities.
9. The number of Chipewyan communities is _____
_____ the number of Tłı̄cho communities.
10. People in Fort Resolution are _____
to speak Chipewyan than people in Trout Lake.

11. The language in Fort Liard is _____
the language in Tsiigehtchic.
12. In the NWT the number of Inuit languages is _____
_____ the number of Athapsakan languages.

NWT Official Languages include 9 Aboriginal Languages



The NWT is the only place in Canada with 11 official languages: nine Aboriginal languages, English, and French.

- Chipewyan, Tłıchō, Gwich'in, and North and South Slavey are part of the Athapaskan language family.
- Cree is part of the Algonquian language family.
- Inuvialuktun, Inuinnaqtun, and Inuktitut are part of the Inuit language family.
- Aboriginal languages are used most in smaller communities - except Inuktitut, which is used most in Yellowknife.



8: Mother Tongue and Home Language

Instructor Notes

Essential skills: numeracy, document use, thinking, oral communication, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Mother tongue and home language

Learners explore some statistics about the number of NWT people with an Aboriginal language as their mother tongue and home language.

First – brainstorm with learners what the terms ‘mother tongue’ and ‘home language’ mean. Compare what the learners say with the definitions in the handout.

The handout includes a table with the information they need to answer the questions. If needed, review the table in the handout so that learners understand how to use it.

After learners complete the handout talk about what the numbers mean. Use the questions below or your own questions to guide the discussion. If appropriate, break the group into small groups to start the discussion. Then bring the small groups together to share their thoughts and ideas.

- In general, what do these numbers tell us? What do we learn about Aboriginal languages when we study these numbers?
- What differences do you notice among the different languages? Why do you think this is?
- Is it important for people to have this information? Why or why not?

- What other information might be useful? Why? Where do you think you could find this information?

Activity 9 explores some statistics related to speaking Aboriginal languages. You may choose to combine the two activities and have one discussion about both sets of statistics.



Mother Tongue and Home Language Handout 8

Use the information in the handout to answer the following questions.

1. In 2006, which language has the largest number of mother tongue speakers and which language has the smallest number?

Largest: _____

Smallest: _____

2. In 2006, which language has the largest number of home language speakers and which language has the smallest number?

Largest: _____

Smallest: _____

3. From 1996 to 2006, do any languages have an increase in the number of mother tongue speakers? If yes, which one(s)?

4. From 1996 to 2006, do any languages have an increase in the number of home language speakers? If yes, which one(s)?

5. Which language and what year has the highest percent of home language speakers?

6. Which language and what year has the lowest percent of home language speakers?

7. These numbers show that most mother tongue speakers don't use the language as their home language. Why do you think this is?

of people in NWT with Aboriginal language: mother tongue and home language. 1996 and 2006

| Language & Year | | Mother tongue (MT) * | Home language (H) * | 'H' as % of 'MT' |
|----------------------|------|----------------------|---------------------|------------------|
| Cree | 1996 | 170 | 30 | 18% |
| | 2006 | 205 | 20 | 10% |
| Chipewyan | 1996 | 510 | 210 | 41% |
| | 2006 | 410 | 115 | 28% |
| Tłıcho | 1996 | 2000 | 1355 | 68% |
| | 2006 | 2040 | 1095 | 54% |
| North & South Slavey | 1996 | 2085 | 1190 | 57% |
| | 2006 | 2170 | 975 | 45% |
| Gwich'in | 1996 | 250 | 40 | 16% |
| | 2006 | 200 | 20 | 10% |
| Inuktitut | 1996 | 835 | 170 | 20% |
| | 2006 | 800 | 145 | 18% |

Adapted from info at the NWT Bureau of Statistics website, Dec. 2011

<http://www.stats.gov.nt.ca/language/>

* **Mother tongue (MT)** = the language a person first learns in childhood and still understands.

* **Home language (H)** = the language a person speaks most often and regularly at home.



9: Speaking Aboriginal Languages

Instructor Notes

Essential skills: thinking, numeracy, document use, oral communication

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Speaking Aboriginal languages

Learners fill in the blanks in the sentences in the handout. The handout has a table with the information they need to fill in the blanks – statistics from 1989 to 2009 about the number of people who speak an Aboriginal language.

Before learners begin, review the table in the handout so that they understand how to use it.

Complete the two 'change' columns together with the learners as you review the table. One column shows the change from 1989 to 1999 for each community and region; the second shows the change from 1999 to 2009.

Learners may also need the official languages map handout from Activities 5 and 6. Or they can look it up online.

http://www.ece.gov.nt.ca/pdf_File/Official%20Language/024-Official%20Languages%20Map-web.pdf

After learners complete the handout talk about what the numbers mean. Use the questions below or your own questions to guide the discussion. If appropriate, break the group into small groups to start the discussion. Then bring the small groups together to share their thoughts and ideas.

- In general, what do these numbers tell us? What do we learn about Aboriginal languages when we study these numbers?
- What differences do you notice among the different languages? What happens over time? Why do you think this is?
- Is it important to have this information? Why or why not?
- What other information might be useful? Why? Where might you find that information?



Speaking Aboriginal Languages Handout 9

Use the information in the handout to fill in the blanks. You may also need the official languages map from Activity 5.

After you complete the handout, use the discussion questions to talk about what you learned.

1. The _____ **region** in _____ (year) has the **highest percent** of people who speak an Aboriginal language. The language is probably _____.
2. The _____ **region** in _____ (year) has the **lowest percent** of people who speak an Aboriginal language. The language is probably _____.
3. The **community** of _____ has a **higher percent** in 2009 than in 1989. The language is probably _____.

4. The _____ **region** has the **largest decrease** from _____ (year) to _____ (year).
The language is probably _____.
5. The _____ **region** has the **smallest decrease** from _____ (year) to _____ (year).
The language is probably _____.
6. The percent **increases** in the _____ **region** from _____ (year) to _____ (year). The language is probably _____.
7. The percent in the **community** of _____ **decreases** from 100% in 1989 to 81% in 2009. The language is probably _____.

8. The percent in the **community** of _____
decreases from 100% in 1989 to 81% in 2009. The language is
probably _____.
9. The percent in the **community** of _____
increases from 28% in 1999 to 40% in 2009. The language is
probably _____.
10. The percent in the **community** of _____
stays the same at 61% in 1999 and 2009. The language is probably
_____.
11. The percent in the **community** of _____
increases from 68% in 1999 to 79% in 2009. The language is
probably _____.

% Aboriginal people 15 years and older who can speak an Aboriginal language: 1989, 1999, 2009.

| Region & Community | 1989 | 1999 | Change '89 to '99 | 2009 | Change '99 to '09 |
|-------------------------------|-------------|-------------|--------------------------|-------------|--------------------------|
| Beaufort Delta | 34% | 28% | -6% | 22% | -6% |
| Aklavik | 22% | 19% | -3% | 19% | 0 |
| Fort McPherson | 31% | 27% | -4% | 18% | -9% |
| Inuvik | 27% | 25% | -2% | 16% | -9% |
| Paulatuk | 32% | 27% | -5% | 23% | -4% |
| Sachs Harbour | 38% | 28% | -10% | 40% | +12% |
| Tsiigehtchic | 43% | 31% | | 15% | |
| Tuktoyaktuk | 38% | 25% | | 22% | |
| Ulukhaktok | 96% | 58% | | 60% | |
| Sahtu | 86% | 64% | -22% | 53% | -11% |
| Colville Lake | 95% | 76% | -19% | 48% | -28% |
| Deline | 98% | 93% | -5% | 84% | -9% |
| Fort Good Hope | 81% | 48% | | 45% | |
| Norman Wells | 52% | 29% | | 30% | |
| Tulita | 82% | 63% | | 47% | |
| Thcho | 96% | 98% | +2% | 90% | -8 |
| Behchokö | 94% | 98% | +4% | 89% | -9% |
| Gamètì | 100% | 98% | | 93% | |
| Wekweètì | 100% | 97% | | 94% | |
| Whatì | 99% | 99% | | 93% | |

| Region & Community | 1989 | 1999 | Change '89 to '99 | 2009 | Change '99 to '09 |
|--|------------|------------|-------------------|------------|-------------------|
| Dehcho | 79% | 65% | -14% | 58% | -7% |
| Fort Liard | 89% | 79% | -10% | 74% | -5% |
| Fort Providence | 69% | 61% | -8% | 61% | 0 |
| Fort Simpson | 72% | 55% | -17% | 42% | -13% |
| Jean Marie River | 83% | 62% | -21% | 64% | +2% |
| Nahanni Butte | 98% | 75% | | 70% | |
| Trout Lake | 100% | 91% | | 87% | |
| Wrigley | 100% | 92% | | 81% | |
| South Slave | 40% | 33% | -7% | 25% | -8% |
| Fort Resolution | 55% | 41% | -14% | 34% | -7% |
| Fort Smith | 27% | 23% | -4% | 20% | -3% |
| Hay River | 34% | 29% | | 16% | |
| Kakisa | 86% | 68% | | 79% | |
| Lutselk'e | 91% | 80% | | 77% | |
| Yellowknife area | X | X | X | X | X |
| Detah | 94% | 77% | | 60% | |
| Yellowknife | 37% | 22% | | 18% | |
| Ndilo | X | X | X | 46% | X |
| <p><i>Adapted from info at NWT Bureau of Statistics, Dec. 2011</i> http://www.stats.gov.nt.ca/language/</p> <ul style="list-style-type: none"> ▪ % rounded to nearest whole number. ▪ X = no data available. | | | | | |



10: Aboriginal Language Instructor Program

Instructor Notes

Essential skills: document use, thinking, numeracy

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Aboriginal Language Instructor Program

Learners explore information about the Aboriginal Language Instructor Program at Aurora College.

The handout describes three scenarios. Learners use the information about the program to answer the questions for each scenario.

The handout has some basic information about the program, adapted from the Aurora College website. Or ask learners to go online to http://www.auroracollege.nt.ca/_live/pages/wpPages/ProgramInfoDisplay.aspx?id=38&tp=PRG



Aboriginal Language Instructor Program Handout 10

Read each scenario below and answer the questions. Use the handout with information about the Aboriginal Language Instructor Program, or find it on the Aurora College website:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=38&tp=PRG>

Scenario 1:

Mary is applying to Aurora College to attend the Aboriginal Language Instructor Program. She has filled out an application form and sent the college a letter from the Community Education Council. She also passed a criminal records check.

What else does Mary need to do to make her application complete?

Scenario 2:

Charlie is thinking about going back to school. He sent an email to the person at Aurora College who coordinates the Aboriginal Language Instructor Program. He wants to know if the program offers any practical experience.

What information should the Coordinator send to Charlie?

Scenario 3:

Ruby has finished her first year of the Aboriginal Language Instructor Program. She has completed 30 classroom credits, attended one culture camp, and had one teaching placement. She is much better at speaking and understanding her language.

What does Ruby still need to do to get her diploma?

| | |
|---|-----------------------|
| Aboriginal Language and Cultural Instructor (Adapted from the Aurora College website. October 2011) | Aurora College |
| How long: Two years. | |
| Who: People who want to work in NWT schools and teach Aboriginal languages and culture courses. Applicants must: <ul style="list-style-type: none"> ▪ Show they have knowledge of an Aboriginal language and culture. ▪ Write a personal letter saying why they want to be a teacher. ▪ Provide a letter of recommendation from a community leader, Community Education Council, school principal, or Director of Education that confirms their character and interest in teaching. ▪ Have a criminal records check, so they can participate in practice teaching placements. ▪ Complete the Aurora College entry assessment tests. | |
| What: The program is a mix of language immersion and teaching methods courses. Students learn in the classroom and in the field - with two practice teaching placements and two culture camps. Students learn to: <ul style="list-style-type: none"> • Use a variety of teaching methods, evaluation tools, and community and traditional knowledge resources - to meet the Aboriginal language and culture needs of NWT children. • Speak their language better, and know more about their culture and language. • Know about and use different Aboriginal language curricula, such as Dene Kede and Inuuqatigiit. • Integrate Aboriginal cultural perspectives into the classroom. | |

Aboriginal Language and Cultural Instructor

Aurora College

(Adapted from the Aurora College website. October 2011)

Certification:

Aboriginal Language and Cultural Instructor Program (ALCIP) Diploma.

Students must pass all parts of the program:

- 61 credits. Or 58 credits if a student gets permission to substitute the required English course with a non-credit English course.
- Two practice teaching placements.
- Non-credit courses.



11: Assess Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Assess your essential skills

Activities 11 and 12 (Increase Your Essential Skills) are the same for the five stories in this Study Guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



Assess Your Essential Skills
Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There are no right or wrong answers and no scoring. Learn something about the skills you enjoy, the skills you’re good at, and the skills you might want to improve.

Use the information you record here for Activity 12 ‘Increase Your Essential Skills’.

| Reading | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Find the information I need in a pamphlet from the school or health care centre. | | | |
| Read, understand, and enjoy books or newspapers. | | | |
| Use a dictionary to look up the meaning of words I don't know or understand. | | | |
| Read reports, and understand and use the information. | | | |
| Read and understand letters from government, banks, or other agencies. | | | |
| Read stories out loud to children or to other adults. | | | |
| | | | |
| | | | |

| Computer Use/Digital Literacy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Use computers and the Internet to find information. | | | |
| Use email, Facebook, and/or Twitter to communicate with other people. | | | |
| Use computer software for word processing or other things. | | | |
| Use digital technology such as a camera, phone, or tablet. | | | |
| Use a computer keyboard properly, with all fingers and thumbs. | | | |
| Use digital tools such as a GPS or smart board. | | | |
| | | | |
| | | | |

| Writing | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Write a list, a recipe, directions, or a quick note. | | | |
| Write a letter or email. | | | |
| Write stories, poems, or other creative things. | | | |
| Write a report to communicate and analyze information, and to make recommendations. | | | |
| Fill out forms or a cheque. | | | |
| Check grammar, spelling, and punctuation and rewrite as needed. | | | |
| Communicate my thoughts and ideas in writing. | | | |
| | | | |
| | | | |

| Numeracy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use numbers, fractions, and percentages. | | | |
| Add, subtract, multiply, and divide without using a calculator. | | | |
| Use money and make change. Figure out a bill or invoice and pay it. | | | |
| Measure things such as distance, volume, size, and weight. | | | |
| Understand and use numbers in a table, chart, or graph. | | | |
| Understand how much things cost. Estimate the GST. | | | |
| | | | |
| | | | |

| Document Use | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use diagrams, tables, charts, and graphs. | | | |
| Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate. | | | |
| Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair. | | | |
| Read maps and use them to see where I am and how to get somewhere. | | | |
| Use a manual to figure out how something works, and get it to work. Examples: computer software, a power tool or motor, a DVD player. | | | |
| | | | |
| | | | |

| Oral Communication | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Tell stories; listen carefully to others' stories. | | | |
| Listen to or give directions. | | | |
| Organize ideas and speak clearly. | | | |
| Ask and answer questions when needed. | | | |
| Listen carefully and respond in ways that show I understand. | | | |
| Talk comfortably on the phone, to get or receive information. | | | |
| Choose language, tone, and gestures that fit the listener and topic. | | | |
| | | | |
| | | | |

| Thinking | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Gather information, consider pros and cons, and make decisions. | | | |
| Use my imagination to come up with new ideas and combine ideas in new ways. | | | |
| Recognize a problem and figure out possible solutions. | | | |
| Plan and organize tasks. | | | |
| Remember things. | | | |
| Form an opinion. Realize that I have my own ideas and beliefs about things. | | | |
| | | | |
| | | | |

| Working with Others | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Cooperate with others and do my share of the work. | | | |
| Contribute ideas and effort to the team or group. | | | |
| Respect people of different races, abilities, and genders and work well with them. | | | |
| Listen to team members, give support, help resolve problems. | | | |
| Be friendly and show respect and understanding for others. | | | |
| Clearly and calmly present the facts and arguments as I see them. | | | |
| Show empathy. Put myself in someone else's shoes. Understand another person's point of view – why they think and act the way they do. | | | |
| Assert myself in a positive way. Stand up for my ideas. | | | |
| | | | |
| | | | |

| Continuous Learning | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Identify new skills that I'm keen to learn and use. | | | |
| Look for and take part in new challenges and experiences. | | | |
| Share my skills and knowledge with others. | | | |
| Understand that it's important for me to keep learning new things throughout my whole life. | | | |
| Assess my own knowledge and skills accurately. | | | |
| Set well-defined and realistic goals for learning, and monitor my progress. | | | |
| Work hard and learn to do things really well. | | | |
| | | | |
| | | | |



12: Increase Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 'Assess Your Essential Skills.'

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



Increase Your Essential Skills Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

2. Look again at your responses. Write down three skills that you most want to improve.

3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other _____
- ☐ Other _____

Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use email, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other _____
- ☐ Other _____

Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write stories, poems, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other _____
- ☐ Other _____

Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other _____
- ☐ Other _____

Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. For example to apply for a job or a passport, or replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and to get somewhere.
- ☐ Use a manual to figure out how something works and to get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other _____
- ☐ Other _____

Oral Communication

- ☐ Tell stories; listen carefully to others' stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other _____
- ☐ Other _____

Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and genders and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
Understand another person's point of view – why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other _____
- ☐ Other _____

Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other _____
- ☐ Other _____

Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
- ☐ Look for and take part in new challenges and experiences.
- ☐ Share my skills and knowledge with others.
- ☐ Understand that it's important for me to keep learning new things throughout my life.
- ☐ Assess my own knowledge and skills honestly.
- ☐ Set well-defined and realistic goals for learning, and monitor my progress.
- ☐ Work hard and learn to do things really well.
- ☐ Other _____
- ☐ Other _____

4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
 - ☐ Where do I want to be? What is a goal that I can achieve?
 - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
 - ☐ How do I get what I need? What actions can I take? How much time do I need?
 - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

Resources

Aurora College, Aboriginal Language and Cultural Instructor Program
http://www.auroracollege.nt.ca/_live/pages/wpPages/ProgramInfoDisplay.aspx?id=38&tp=PRG

Essential Skills, Human Resources and Skills Development
Canada <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

Gwich'in Council International - A non-profit group established in 1999 by the Gwich'in Tribal Council in Inuvik, NWT.
<http://www.gwichin.org/index.html>

- ✓ To ensure all regions of the Gwich'in Nations in the NWT, Yukon and Alaska are represented at the Arctic Council.
- ✓ To play an active and significant role in the development of policies that relate to the Circumpolar Arctic.

Gwich'in Social and Cultural Institute – the cultural arm of the Gwich'in Tribal Council. Includes the Gwich'in Language Centre that is responsible for the Gwich'in Language Plan and the development of language resource material for Gwich'in language teachers.
<http://www.gwichin.ca/>

Gwich'in Steering Committee - formed in 1988 in response to increasing threats to open the Sacred Place Where Life Begins to oil leasing. This is the coastal plain of the Arctic National Wildlife Refuge, also known as area 1002. <http://www.gwichinsteeringcommittee.org/index.html>

Gwich'in Tribal Council <http://www.gwichin.nt.ca/>

Isuma TV, Native Communications Society, NWT. Several videos, online, of NWT elders speaking in their Aboriginal language, with English translation in print onscreen. Scroll down and click on page 9 or page 10 to find Gwich'in videos. Click on the video you want to see.
<http://www.isuma.tv/lo/en/native-communications-society-northwest-territories?page=8>

Languages Commissioner, Northwest Territories
<http://www.nwtlanguagescommissioner.ca/index.html> Official Languages Act, Northwest Territories.

Links to online self-assessment sites.
<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineselfassess.htm>

NWT Literacy Council

- Aboriginal language resources and information.
http://www.nwt.literacy.ca/aborlang_res.htm
- Essential Skills: Fact Sheets and other information.
<http://www.nwt.literacy.ca/adultlit.htm>

The Career Key and 'The Foundation Job Skills'
http://www.careerkey.org/asp/career_development/foundation_skills.html

TOWES: Test of Workplace Essential Skills.
<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.

Essential Skills at **Work in the North** *Study Guide*



**From Admin Assistant
To Family Literacy Trainee**

From Admin Assistant To Family Literacy Trainee

Essential Skills at Work in the North

Introduction

The learning activities in this study guide help learners explore ideas and information about essential skills, the job featured in the story, and topics that emerge from the story.

There are 12 learning activities. The study guide includes instructor notes and learner handouts for each activity. Learners use one or more essential skills for each activity. See the list of activities below. And check out the Resources section after the last learning activity.

The study guide includes the text for the Admin Assistant Story, or you can listen to it online. It is part of the online tool **Essential Skills at Work in the North**. Look for the link on the NWT Literacy Council homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Admin Assistant Story from the online tool.



Shows instructor notes for each learning activity, including the main three essential skills that learners use during the activity



Shows learner handouts for each activity. Copy enough handouts before you start the activity.

Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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Admin Assistant Story Text

Essential Skills at Work in the North

Pat: I'm Patricia Ilgok. I work for the NWT Literacy Council in Yellowknife. I've been here with them now since October 1st of 2008. I'm actually an Inuit. I come from Kugluktuk formerly known as Coppermine in Nunavut. That's where I grew up. But I was actually born in Edmonton, Alberta. And I grew up all my life in Kugluktuk.

Like many people in the north, Pat has travelled a long way from the community where she grew up, and has worked hard to develop her workplace skills both on the job and in the classroom. Her first job was at her local school board.

Pat: I was the secretary-receptionist for the government of Nunavut for the Kitikmeot School Operations. I was there from 1997 to 2003. I did all this preparation before I started working for the Kitikmeot School Operations. I learned a lot on that job.

Not only did Pat learn on the job, but she went back to school as well.

Pat: I went to upgrading. I was with Arctic College for a while and that's where I did all my courses there for basic office procedures, basic word processing, clerk typist. Also Microsoft Excel 97, and Quick Books Pro 2000, level one, I also took that.

Finally Pat moved to Yellowknife and began working with the NWT Literacy Council. She continued to take courses to improve her computer skills, or digital literacy.

I asked Pat if she had any advice for other people as they pursue their career goals.

Pat: Just go for it. That's what I did. I did all this preparation before I started working. Now I'm happy. I'm happy where I am because I love doing what I'm working on. I like my job. Go for what you'd like to do – follow your dreams.

When we first interviewed Pat, she was the NWT Literacy Council's Administrative Assistant. But after being in that job for three years she got a chance to move into another position – Family Literacy Trainee.

To learn more about Pat's work at the NWT Literacy Council, see the information below.

Administrative Assistant

In this northern job profile, we're looking at the job of administrative assistant, which is part of the broader occupational category of office administration. Let's begin by looking at some facts.

In the NWT office administration workers work for businesses, community groups, and government – as secretaries, admin assistants, receptionists, typists and data entry clerks, finance clerks, and more.

At present hundreds of people work in these occupations in the NWT. We can break these workers down by:

- Gender (male 25%, female 75%).
- Age (15-24 years 20%; 25-44 years 53%; 45+ years 27%).
- Ethnicity (Aboriginal 52%; non-Aboriginal 48%).
- Full-time or part-time work (FT 83%; PT 17%).

Yearly salaries in these jobs start at about \$40,000. Experts predict that demand for workers in these occupations will increase over the next 10 years.

Fifty-two percent (52%) of staff in clerical occupations work in Yellowknife; 24% work in the regional centres of Inuvik, Hay River, and Fort Smith and 24% work in other communities.

In her job as Admin Assistant at the NWT Literacy Council Pat uses all of the essential skills. See the examples below.

Reading

Working in a modern office environment requires lots of reading, all the time.

Pat: The emails, you know the Microsoft Outlook. And also reading forms and instructions. It involves a lot of reading.

Oral Communication

Officer administrators receive requests for information from clients and instructions from co-workers and supervisors. They listen to or leave voice mail messages. They interact with suppliers to obtain supplies. They exchange client information with co-workers and coordinate work with them. They talk to clients in person or on the phone about the status of their account and answer their questions. They attend and present information at staff meetings. Pat gives us an example of using oral communication skills on the job.

Pat: I answer the phone. If someone calls for Helen I put them on hold and let her know who's calling. And listening and speaking to my co-workers all the time. It's continuous listening and speaking.

Numeracy

Administrative Clerks may calculate the amount of an invoice, including taxes. They may verify accounts payable and cash summaries for accuracy. They may weigh outgoing mail and based on the weight, choose the appropriate courier. They may compile statistics on the characteristics of customers and the products they use, and identify trends in the data. Pat gives us an example of numeracy on the job.

Pat: If my co-workers are getting participants in for their workshops, I do a lot of the travel booking and the hotel bookings. I do up their per diems. I think of how many days they'll be here and which flights they're taking in and out.

Document Use

Document use is a lot like reading and writing but it has to do with forms, manuals, handbooks, reports, letters, memos, tables, and invoices – for example. Pat uses the skills of being able to handle all sorts of documents all the time.

Computer Use/Digital Literacy

Pat: Oh yes I do. I do a lot of forms and Microsoft Word documents and Excel documents. I use my Access database on the computer. Yea I like working on my computer.

I'd like to know a lot more about computers because half the time I'm on the computer, doing the forms, and sometimes I'll order resources. We have a small library that we can send books away. And I do a lot of ordering books online. So it's continuous learning on the computer.

Thinking

In the office Pat uses all of the thinking skills of problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory, and finding information. She gives us an example.

Pat: The postage. If I'm sending out resources – envelopes or boxes – it's a lot of thinking and solving problems. I have to figure out what's the best way to get them out and it's a lot of thinking there.

Working with Others

Pat: Teamwork. I get along very good with my co-workers. We have good communications between us. And I find we have good teamwork. Like when someone needs some resources.

And right now, Helen and I are doing a mailout for the Aboriginal Languages month. It's next month, so that's what we're working on together.

I do a lot of workshop preparations for my co-workers and they give me instructions on what they need. They do quite a few workshops during, like in one fiscal year. And I work a lot with Helen on our Access database – so it's continuous teamwork.

Family Literacy Trainee

After several years as the Admin Assistant for the NWT Literacy Council Pat Ilgok has taken on an exciting new challenge.

Pat: I just started family literacy training in mid-October (2011). And I manage the family literacy funding and I do support work for family literacy.

Because parents are their children's first teachers, family literacy is a key part of the NWT Literacy Council's strategy for supporting learning in northern communities.

At present, four out of 10 adults in the NWT do not have the literacy skills they need to thrive in today's society. Not only are these adults more likely to face poverty, unemployment, and poor health – but their children are likely to face these challenges as well.

Pat: I think it's very important for both parents and their children to get involved in family literacy where they can grow together – bond together and read as a team. And then that way the children can get into more reading on their own, or even looking at books, and then just telling their own stories just from looking at the pictures. And doing crafts – is very important for the children as they grow up. And it also is important for the parents to see their children learning everyday literacy.

Another important challenge is language and culture. There are 11 official languages in the NWT and some of them are at risk of being lost. The Council is committed to valuing and supporting Aboriginal languages, cultures, and traditional knowledge and skills.

Every year the Council offers funding to approximately 30 family literacy projects across the territory. Staff members travel to provide training and support as communities learn to develop and deliver their own family literacy programs.

This is more than a job to Pat. She is passionate about this issue, at work and at home.

Pat: Family literacy is really important for the children themselves and for parents to get involved. If my grandchildren come here, we can have something to do with them other than just having them watch TV or where we can do something fun together.

You'll see parents are more into TV or not getting involved in their children's literacy. When I was in Deline they had two elders come in and they were telling the stories in their North Slavey language. You learn something new from elders all the time.

To help her make the change from Admin Assistant to family literacy worker, Pat has gone back to school. I asked her about the training she is taking.

Pat: Foundations in Family Literacy – through the Vancouver Community College, which is done online. It involves reading textbooks, and doing some research, and also watching videos on family literacy. It's very interesting.

It's not always easy to study when you're working full-time.

Pat: It's a challenge. Some days we will get so busy at one point and then I will make some time to put aside for my online course.

Pat's story is a great example of continuous learning. Her journey has led her to a position where she can use what she has learned to help keep literacy and culture alive in the NWT.

Tasks and essential skills for family literacy workers

As she gets more involved in family literacy, Pat is using and building on skills she developed at school, as an admin assistant, as part of the NWT Literacy Council team, and even as a mother and grandmother. But there's always more to learn.

Continuous learning is a big part of Pat's job, as a trainee. She also uses other essential skills in her job as family literacy trainee.

- Provide the public with information about family literacy (oral communication, working with others, computer use/digital literacy).
- Communicate with parents, educators, community groups, and representatives of other organizations (oral communication, working with others, computer use/digital literacy).
- Plan, facilitate, and evaluate family literacy workshops and activities (thinking, working with others, oral communication).
- Deliver training to people with an interest in running family literacy programs in their communities (thinking, working with others, oral communication).
- Help community groups and individuals to apply for funding and to plan, deliver, and evaluate programs (thinking, oral communication, working with others, numeracy, computer use/digital literacy).
- Process funding applications from community groups (reading, document use, numeracy, computer use/digital literacy).
- Prepare proposals, reports, workshop materials and resources, and other written materials (thinking, writing, computer use/digital literacy, document use, reading).

Training opportunities

The NWT Literacy Council is the main trainer of family literacy facilitators in the territory. The Council offers free training courses and workshops in various communities, and financial assistance with travel expenses may be available. These training events are very popular.

Family literacy training outside the NWT includes:

- Online Family Literacy Certificate Program through Vancouver Community College

- Annual Family Literacy Training Institute through the Centre for Family Literacy in Edmonton

NWT job prospects in family literacy

Some communities in the NWT have full-time family literacy coordinators. But most communities incorporate family literacy into existing programs like daycare centres, Aboriginal Head Start Programs, preschools, schools, and health programs. Often these programs happen in the evenings or on weekends, so parents can participate.

Family literacy facilitators have taken training workshops with the NWTLC. And they often get extra funding through the NWTLC for family literacy activities, including Family Fun Nights, Books in the Home, 1-2-3 Rhyme With Me, Books and Bannock, book exchanges, and much more.

To learn more about family literacy

Go to the NWT Literacy Council main web page and click on the family literacy link <http://www.nwt.literacy.ca/famlit.htm>



1: Expand Your Vocabulary

Instructor Notes

Essential skills: reading, oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Expand your vocabulary

Learners explore nine vocabulary words and some synonyms for those words. Copy this page so that you can cut up the table below to separate each synonym from the vocabulary word.

| Vocabulary word | Synonym |
|-----------------|--------------------------|
| Casual | Temporary, not permanent |
| Exchange | Swap |
| Coordinate | Organize |
| Courier | Carrier |
| Appropriate | Right, correct |
| Fiscal year | Financial time period |
| Per diems | By the day |
| Critical | Analytical, decisive |
| Significant | Sizeable, abundant |

Follow these steps for this activity:

1. Ask learners to read out loud each of the sentences in the handout.
2. Discuss with learners what each bold word means, using their common sense and the sentence context.
3. Brainstorm 'what is a synonym?' List one or two synonyms for each bold word.
4. Ask learners to fill out the empty 'bingo' card – to randomly write the nine words on the card. Play bingo. Tell learners that you will read out synonyms for each word.
 - Cut the synonym side of the table into separate parts and put them in a hat or bowl. Draw them out one at a time and read it out loud. Learners mark their bingo card.
 - Note that this 'bingo' card has only nine squares.
5. Offer a prize for the learner who first gets a straight line.



Expand Your Vocabulary Handout 1

1. Read each sentence out loud.
 - Pat said, “I was **casual** there and I made sure I pushed everything I learned.”
 - Office administrators **exchange** client information with co-workers and **coordinate** work with them.
 - Office administrators may weigh outgoing mail and based on the weight, choose the **appropriate courier**.
 - Pat said, “I do up their **per diems**.”
 - Pat’s co-workers do quite a few workshops during one **fiscal year**.
 - Pat uses all the thinking skills: problem solving, decision making, **critical** thinking, planning and organizing her work, **significant** use of memory, and finding information.
2. Discuss as a group what each **bold word** means. Use the context and your common sense. Brainstorm ‘what is a synonym?’ As a group, list one or two synonyms for each **bold word**.
3. Fill out the ‘bingo’ card on the next page and play bingo. The instructor will read out synonyms for each word. Cover the words as you hear the synonym that matches.

Write these words in the bingo card. Put each word in whatever square you want.

- casual
- exchange
- coordinate
- courier
- appropriate
- fiscal year
- per diems
- critical
- significant

| | | |
|--|--|--|
| | | |
| | | |
| | | |



2: Essential Skills Vocabulary

Instructor Notes

Essential skills: thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Essential skills vocabulary

Learners match each essential skill with an example from the Admin Assistant Story.



Essential Skills Vocabulary Handout 2

1-2: Essential skills for admin assistants

Match each essential skill with an activity. Use each skill only once. Go back to the Admin Assistant Story text if needed.

- | | |
|--|--|
| <input type="checkbox"/> computer use/digital literacy | <input type="checkbox"/> reading |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> working with others |
| <input type="checkbox"/> numeracy | <input type="checkbox"/> document use |
| | <input type="checkbox"/> thinking |

| Activity | Essential skill |
|--|-----------------|
| Pat prepares workshop materials with her co-workers. | |
| Pat figures out the best way to send out resources. | |
| Pat orders books online. | |
| Pat deals with many forms. | |
| Pat adds up per diems for workshop participants. | |
| Pat answers the phone at the Literacy Council office. | |
| Pat reads emails, forms, and instructions from her co-workers. | |

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



3: Story Questions

Instructor Notes

Essential skills: thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Story questions

Learners answer questions from the Admin Assistant Story.



Story Questions Handout 3

Answer the questions about the Admin Assistant Story. Just write the answer – you don't have to write a full sentence.

1. Where was Patricia born? Where did she grow up?

2. What is the usual starting salary for office administrators in the NWT?

3. When Patricia describes her journey, where does she say it started?

4. Name two computer courses that Pat took during April 2000.

5. Give two examples of how Pat uses computer skills on the job.

6. Give one example of how Pat uses numeracy skills on the job.

7. Give one example of how Pat uses thinking skills on the job.

8. Give two examples of how Pat uses reading skills on the job.

9. Who does Pat work for now?

10. How does Pat feel about her current job?



4: Reflections – Discussion / Journal Writing

Instructor Notes

Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Reflections – Discussion / journal writing

Ask learners to reflect on the story. Use the questions below – or make up your own questions - to guide a discussion about the story.

Following the discussion you may ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way.

- Did you find this story interesting? Why or why not?
- Many more women than men work as office administrators. Why do you think that is?
- What do you think is the best thing about working as an office administrator?
- What do you think is the most challenging thing about working as an office administrator?
- Pat says, “Go for what you’d like to do – follow your dreams.” Pat has moved on from her job as Admin Assistant and now works as a family literacy trainee. What do you dream of doing in your working life?



Reflections – Discussion / Journal Writing

Handout 4

Use these questions to guide a group discussion and your journal writing. Did the discussion add to your thoughts or change them in any way?

- Did you find this story interesting? Why or why not?
- Many more women than men work as office administrators. Why do you think that is?
- What do you think is the best thing about working as an office administrator?
- What do you think is the most challenging thing about working as an office administrator?
- Pat says, “Go for what you’d like to do – follow your dreams.” Pat has moved on from her job as Admin Assistant and now works as a family literacy trainee. What do you dream of doing in your working life?



5: Comparing Numbers

Instructor Notes

Essential skills: numeracy, thinking, writing, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Comparing numbers

Learners fill in the blanks in five sentences with one of the following:

- more than
- less than
- the same as

The sentences are statements about the statistics from the Admin Assistant Story. If needed, before learners start the handout, encourage them to go back to the story text, and review what each phrase means.



Comparing Numbers Handout 5

Fill in the blanks in the following sentences with one of the phrases that compare numbers. Use each phrase as often as needed.

- more than
- less than
- the same as

1. The percentage of women who work as office administrators is _____ the percentage of men who have these jobs.

2. The percentage of non-Aboriginal people who work as office administrators is _____ the percentage of Aboriginal people.

3. The percentage of full-time office administrator jobs is _____ the percentage of part-time jobs.

4. The percentage of office administrators working in regional centres is _____ the percentage who work in Yellowknife.

5. The percentage of office administrators working in the regional centres is _____ the percentage working in the smaller communities.



6: Formal and Informal Letters

Instructor Notes

Essential skills: thinking, writing, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Formal and informal letters

Learners look at different phrases and decide if they belong in a formal letter or an informal letter.



Formal and Informal Letters Handout 6

Office administrators may have to write formal letters, also called business letters. Formal letters are different from the informal letters we write to friends or family.

Look at the phrases below and decide if they belong in a formal letter or informal letter.

- | | | |
|---|-----------------------------------|---------------------------------|
| 1. Dear Mr. Williams | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 2. See you later and take care | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 3. Yours sincerely, John Brown | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 4. Hi, how's it going? | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 5. Love and best wishes, from Mary | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 6. Dear Alice | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 7. I look forward to hearing from you | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 8. Sorry I haven't written in a while | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 9. Can you please send a form? | <input type="checkbox"/> informal | <input type="checkbox"/> formal |
| 10. We are writing to inform you that ... | <input type="checkbox"/> informal | <input type="checkbox"/> formal |

Parts of a business letter

Read the sample business letter below. Then fill in the blanks in the statements on the next page.

Box 123, My Town, NWT
X1A 0Z0

Helen Balanoff, Executive Director,
NWT Literacy Council
Box 761, Yellowknife, NWT
X1A 2N6

July 31, 2020

Dear Ms. Balanoff,

I'm writing to apply for the position of Admin Assistant. I saw the ad in News North on June 15, 2020.

I'm 23 years old and I've lived in the north my whole life. I completed the Aurora College Office Administrator Certificate last month. I work well with others and like to learn new skills. I speak and understand my home language, Thcho. I believe the Literacy Council does very important work and I'd like to be part of your team.

Please see my attached resume. I look forward to hearing from you.

Sincerely,

Roberta Mantla

Choose a word/phrase from the list below to fill in the blanks. Use each only once.

- | | | |
|---|---|---|
| <input type="checkbox"/> greeting or salutation | <input type="checkbox"/> date | <input type="checkbox"/> signature |
| <input type="checkbox"/> inside address | <input type="checkbox"/> closing | <input type="checkbox"/> return address |
| <input type="checkbox"/> writer's printed name | <input type="checkbox"/> body of letter | |

1. The _____ is where Roberta signs her name.
2. The Literacy Council name and address part is called the _____.
3. The main part of the letter is called the _____.
4. 'Sincerely' is an example of a _____.
5. The last line is the _____.
6. The _____ is the letter writer's address.
7. 'Dear Ms. Balanoff' is called the _____.
8. The _____ shows when Roberta wrote the letter.



7: Three Kinds of Charts

Instructor Notes

Essential skills: document use, thinking, numeracy

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Three kinds of charts

Learners examine three kinds of charts, and learn about the different parts of a chart. They work with examples of charts based on the statistics from the Admin Assistant Story.

For another hands-on activity about graphs and charts, learners can go to this website and create their own charts or graphs online.

<http://nces.ed.gov/nceskids/createagraph/default.aspx?ID=ec92fbb87c694e36819bdc4a8f87e173>



Three Kinds of Charts Handout 7

Understanding three kinds of charts

In this activity you'll learn about three different kinds of charts:

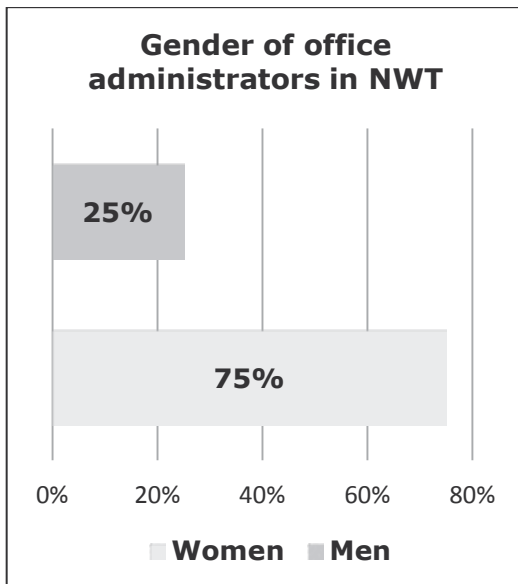
- Bar chart
- Column chart
- Pie chart

Charts are pictures that help people see information more clearly and quickly than if they just read words.

And you'll learn about their basic parts:

- Title: In a few words it says what the chart is about.
- X-axis: The value or label we give to the data on the horizontal line.
- Y-axis: The value or label we give to the data on the vertical line.
- Data and data labels: the specific information that the chart presents.
- Legend: A list of the different kinds of data on the chart.

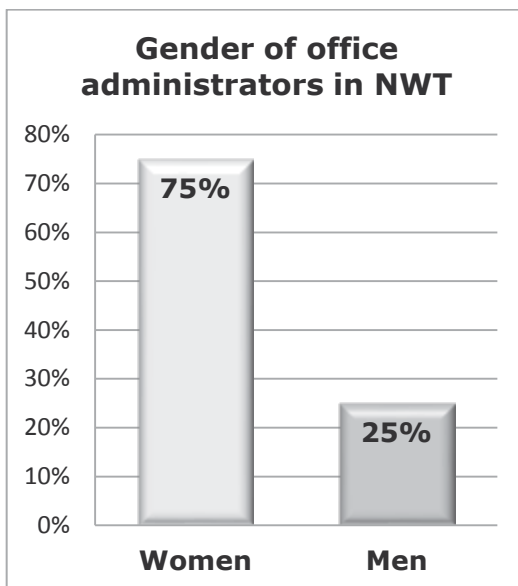
Bar Chart



Basic parts:

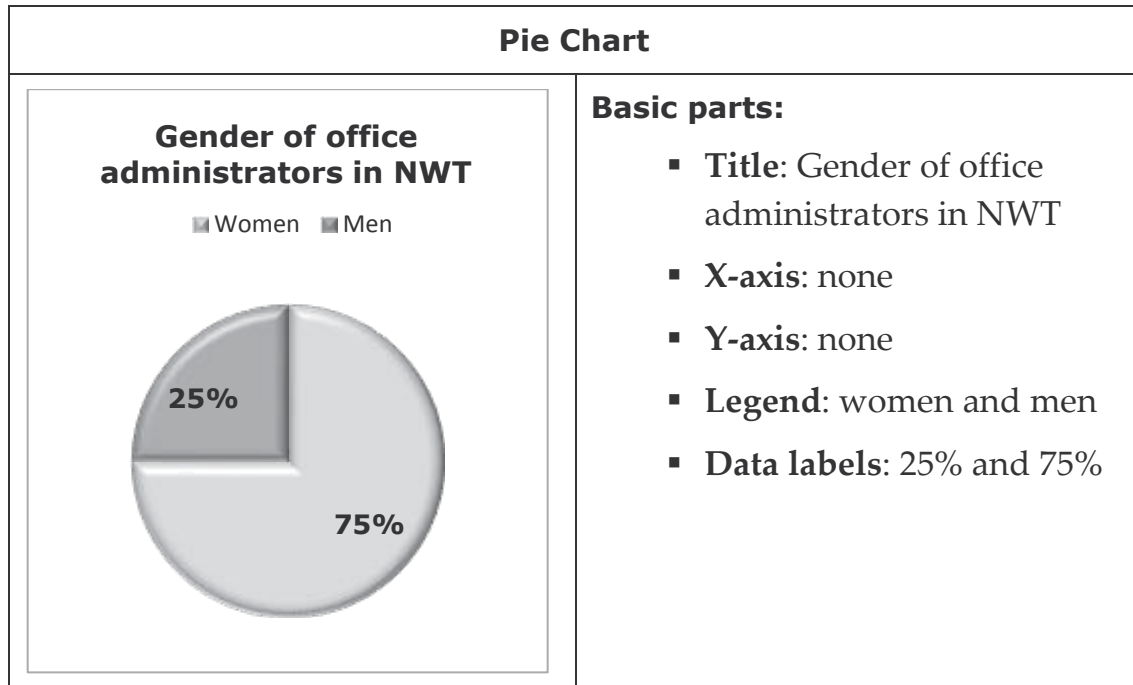
- **Title:** Gender of office administrators in NWT
- **X axis:** 0% to 80%
- **Y-axis:** gender, but no label
- **Data labels:** 25% and 75%
- **Legend:** women and men

Column Chart



Basic parts:

- **Title:** Gender of office administrators in NWT
- **X-axis:** gender – women and men
- **Y-axis:** 0% to 80%
- **Data labels:** 75% and 25%
- **Legend:** none

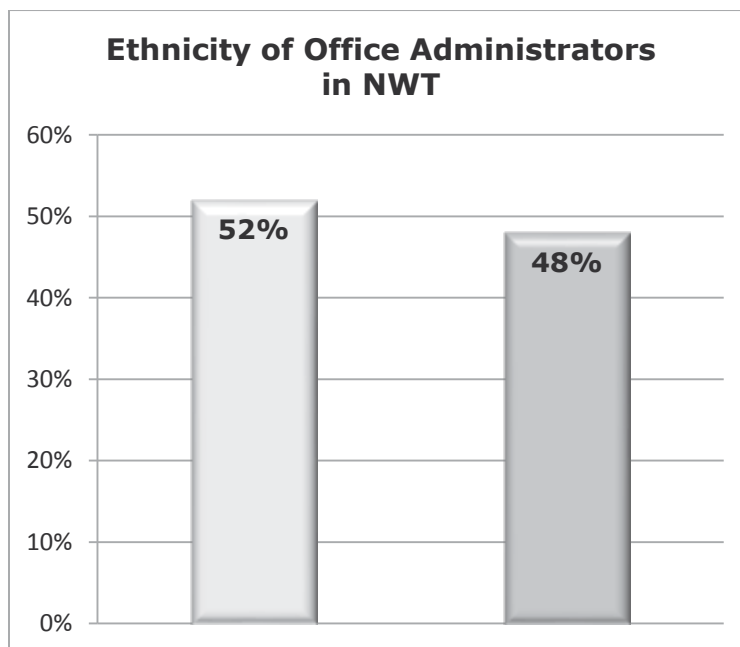


What do these charts tell you about the gender of office administrators in the NWT?

Which kind of chart do you like best? Why?

Here are four more charts with different information about office administrators in the NWT. Answer the questions for each.

Each chart is missing one part. Check back to the Admin Assistant Story to find the missing information if needed.



What information is missing from this chart?

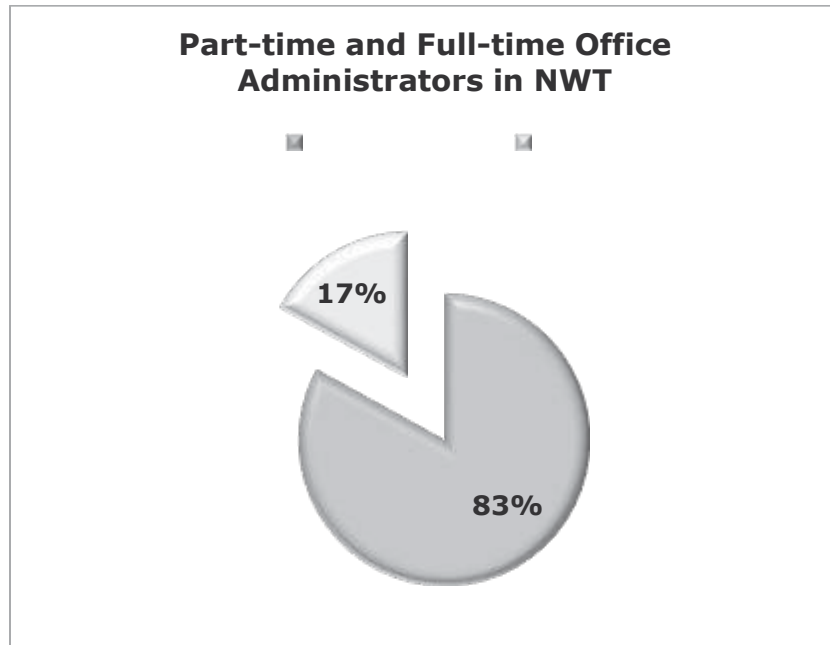
What does the chart tell you about the ethnicity of office administrators in the NWT?

What kind of chart is this? Check ☒ one.

☐ Bar chart

☐ Column chart

☐ Pie chart



What information is missing part from this chart?

What does the chart tell you about part-time and full-time office administrators in the NWT?

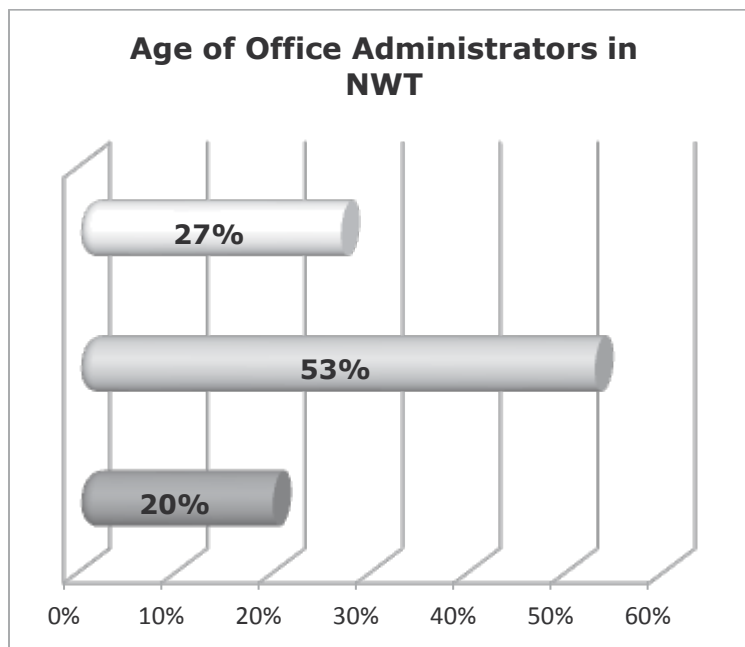
What kind of chart is this? Check ☒ one.

☐ Bar chart

☐ Column chart

☐ Pie chart

Do you think people could see the information better with a different kind of chart? If yes, which kind? Why?



What information is missing from this chart?

What does the chart tell you about the age of office administrators in the NWT?

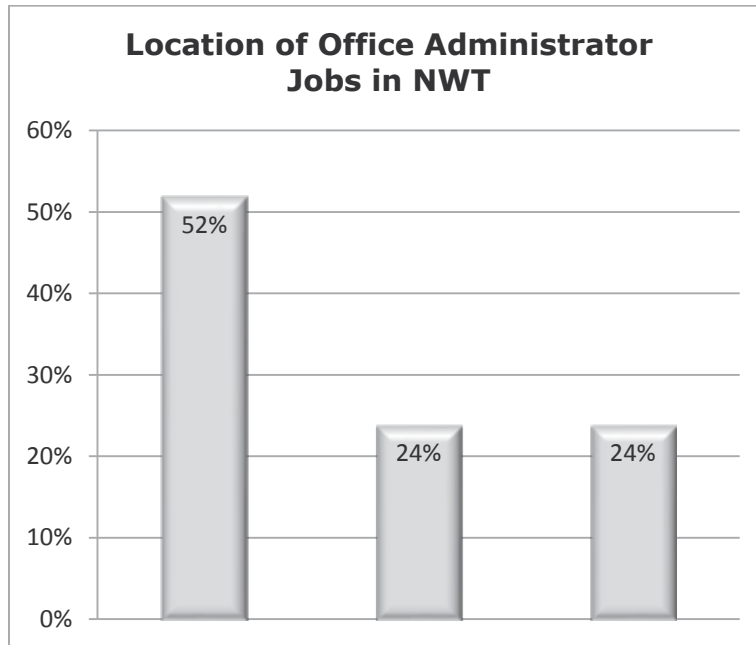
What kind of chart is this? Check ☒ one.

☐ Bar chart

☐ Column chart

☐ Pie chart

Do you think people could see the information better with a different kind of chart? If yes, which kind? Why?



What information is missing from this chart?

What does the chart tell you about the location of office administrator jobs in the NWT?

What kind of chart is this? Check ☒ one.

☐ Bar chart

☐ Column chart

☐ Pie chart

Do you think people could see the information better with a different kind of chart? If yes, which kind? Why?



8: Aurora College Office Administration Program

Instructor Notes

Essential skills: document use, thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Aurora College Office Administration Program

Learners identify some similarities and differences among the three Office Administration programs at Aurora College:

- Certificate Program
- Mining Co-op Certificate Program
- Diploma Program

The handout includes some basic information about the programs, adapted from the Aurora College website.

Or ask learners to go online:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=91&tp=PRG>



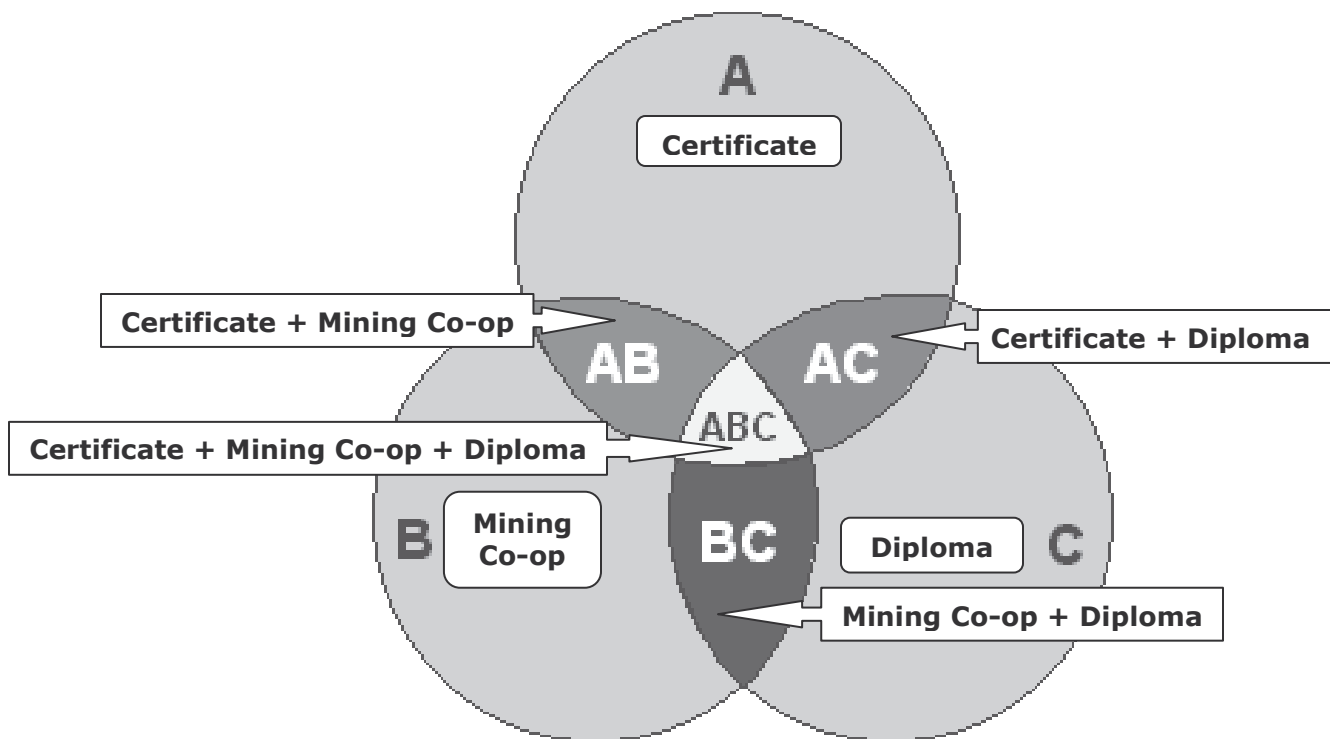
Aurora College Office Administration Program Handout 8

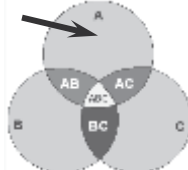
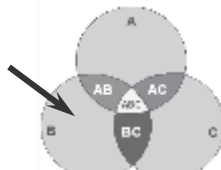
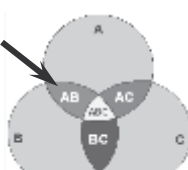

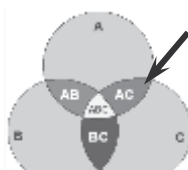

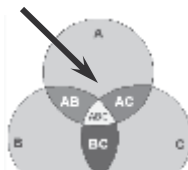
Aurora College offers three different Office Administration programs: Certificate, Mining Co-op Certificate, and Diploma.

Use the diagram below to imagine how the three Office Administrator Programs are alike and different at the same time.

Complete the table on the next page. We provided one point for each category. You write down one more point for each category. The handout includes information about the programs. Or find it on the Aurora College website

http://www.auroracollege.nt.ca/_live/pages/wpPages/ProgramInfoDisplay.aspx?id=91&tp=PRG



| | |
|--|---|
| <p>A = Certificate Program. How different from other two?</p> <ul style="list-style-type: none"> Students take courses worth 35 credits. |  |
| <p>B = Mining Co-op. How different from other two?</p> <ul style="list-style-type: none"> Applicants must provide letter of interest. |  |
| <p>AB = Certificate & Mining Co-op Programs. How alike?</p> <ul style="list-style-type: none"> For people who want an entry-level job. |  |
| <p>C = Diploma Program. How different from other two?</p> <ul style="list-style-type: none"> Applicants must have Certificate. |  |
| <p>AC = Certificate and Diploma Programs. How alike?</p> <ul style="list-style-type: none"> Classes held at Aurora Campus. |  |
| <p>BC = Mining Co-op and Diploma Programs. How alike?</p> <ul style="list-style-type: none"> Applicants must provide letter. |  |
| <p>ABC = Certificate, Mining Co-op, Diploma. How alike?</p> <ul style="list-style-type: none"> For people who want to work with business, government, or nonprofits. |  |

| Office Admin Certificate or Diploma | Aurora College |
|---|----------------|
| (Adapted from the Aurora College website. October 2011) | |
| Where: Aurora Campus, Thebacha Campus | |
| How long: Certificate: one year. Diploma: two years. | |
| <p>Who:</p> <p>Certificate Program is for people who want to work at an entry-level office job - for business, non-profit groups, or government. The Mining Co-op Certificate is for people who want an entry-level office job with the mining industry.</p> <p>Applicants to the Certificate Program must:</p> <ul style="list-style-type: none"> ▪ Provide two letters of reference. ▪ Have at least 70 high school credits or equivalent, with a minimum of 65% in English ELA 20-2 and Math 20-2 Applied, or complete an Aurora College placement package achieving ABE English 140 and ABE Math 140. ▪ Provide a letter of interest – Mining Co-op program only. ▪ Be at least 18 years old – Mining Co-op program only. ▪ Provide a criminal records check – Mining Co-op program only. | |
| <p>Diploma Program is for people who want to work as an executive or admin assistant in areas of human resources, finance, or other specialized office environment – for business, non-profit groups, or government.</p> <p>Applicants to the Diploma Program must:</p> <ul style="list-style-type: none"> ▪ Have an Office Administration Certificate. ▪ Provide a letter of intent. | |

Office Admin Certificate or Diploma

Aurora College

(Adapted from the Aurora College website. October 2011)

What:

Students must be willing and able to spend many hours at a computer. They need to work hard, apply good time management and organizational skills, have a positive attitude, and be able to handle stress. Depending on the location, the program may be full-time or part-time.

Certificate Program: Take courses worth 35 credits, including a workplace practicum. Mining co-op students take an 'Orientation to the Industrial Workplace' course and two two-week work placements, with at least one at a mine site.

Diploma Program: Take courses worth 30 credits.

Certification:

Certificate or Diploma.

Graduates must complete all courses and have an overall average of 60% or more.



9: NWT Place Names

Instructor Notes

Essential skills: document use, thinking, writing, reading, working with others

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

NWT place names

Learners explore some information about NWT place names.

To start the activity (before you give learners the handout) – brainstorm with the group:

- What are ‘place names?’

During the activity learners answer questions about NWT community place names. Invite them to work in pairs to complete the questions in the handout.

For reference learners need to go online to <http://www.pwnhc.ca/programs/downloads/OfficialCommunityNames.pdf> or they can use the table in the handout that we adapted from this pdf file.

They may also want to look at the map of community names.

You may also make copies of the community names map or they can find it online at

http://www.pwnhc.ca/programs/downloads/community_names.pdf



NWT Place Names Handout 9

In the Admin Assistant Story, Pat Ilgok says she grew up in Kugluktuk, formerly called Coppermine.

Many place names in the NWT and Nunavut have recently changed from non-Aboriginal names (Coppermine) back to traditional Aboriginal names (Kugluktuk).

Some basic information about NWT place names:

- A place name is the label or term we give to recognize communities, lakes, rivers, and other geographic features and areas.
- Traditional Aboriginal place names usually have a meaning related to the land or the way that the people use the land.
- Non-Aboriginal place names often have a meaning related to non-aboriginal history or to the nature of the area.
- When non-Aboriginals came to the NWT they introduced and used many of their own place names and ignored or replaced the local, Aboriginal names.

Go online to

<http://www.pwnhc.ca/programs/downloads/OfficialCommunityNames.pdf> or use the table in the handout to answer the questions below.

Also see the NWT community names map online at

http://www.pwnhc.ca/programs/downloads/community_names.pdf

1. Name four NWT communities that used to be Hudson's Bay Co. forts or trading posts.

2. What community name translates as "looks like a caribou"?

3. One community changed name in 2006. What did the name change from? To?

4. What community name translates as "people from the land of giants place"?

5. What community was a North West Co. post? When was it built?

6. What community name translates as “barren ground grizzly place”?

7. Two communities changed names in 2005. What did the names change from? To?

8. Snowdrift changed its name in 1992. What is it called now?

9. What year was oil discovered in Norman Wells or Tlegohti, which means “where the oil is”?

10. What does the name Paulatuk mean?

11. Tsiigehtchic changed its name in 1994. What name did it change from?

12. Two communities changed names in 1996. What names did they change from? To?

13. Why was Sachs Harbour named that?

14. What three communities have a name that involves animals, fish, or plants?

15. What three communities have a name that involves a geographic feature such as water or rocks?

| NWT Community Names 2010 adapted from http://www.pwnhc.ca/programs/downloads/OfficialCommunityNames.pdf | | |
|--|--------------------------------------|---|
| Official Name / Traditional Name | Traditional name means: | Notes |
| Aklavik | Barren ground grizzly place | Name suggested in 1910 |
| Behchokoᑭ | Mbehcho's place | Changed from Rae-Edzo 2005 Hudson's Bay Co. fort |
| Colville Lake / K'ahbamjtue | Ptarmigan net place | Named for the governor, Hudson's Bay Co. 1852-56 |
| Deline | Moving or flowing water | Changed from Fort Franklin 1993 |
| Detah / T'ezehda | Burnt point | |
| Fort Good Hope / Radeylkoe | Rapids place | North West Co. post built 1804 |
| Fort Liard | People from the land of giants place | Hudson's Bay Co. post ca. 1800 |
| Fort McPherson / Teetl'it Zheh | At the head-of-the-waters place. | Hudson's Bay Co. post |
| Fort Providence / Zhahti Kue | Mission house place | 19 th century mission on Mackenzie River |
| Fort Resolution / Deninu Kue | Moose island place | Hudson's Bay Co. post |
| Fort Simpson / Liidli Kue | Place where rivers come together | Hudson's Bay Co. fort |

| NWT Community Names 2010 adapted from http://www.pwnhc.ca/programs/downloads/OfficialCommunityNames.pdf | | |
|--|--|--|
| Official Name / Traditional Name | Traditional name means: | Notes |
| Fort Smith / Tthebacha | Beside the rapids | Named for Donald A. Smith, Lord Strathcona |
| Gamètì | Rabbit-net place | Changed from Rae Lakes 2005 |
| Hay River / Xatiodehchee | Hay River | Named for abundant grass on river banks |
| Inuvik | Place of man | Proclaimed 1958 |
| Jean Marie River / Ttheke'ehdeli | Water flowing over clay | Mission named for the river |
| Kakisa / K'agee | Between the willows | Name comes from traditional name |
| Lutselk'e | Place of the lutsel, a type of small fish | Changed from Snowdrift 1992 |
| Nahanni Butte / Tthenaago | Strong rock | Named for the butte - topographic feature |
| Norman Wells / Tlegohti | Where there is oil | Named for the oilfield discovered in 1920 |
| Paulatuk | Place of coal | Name comes from traditional spelling |
| Sachs Harbour / Ikaahuk | Place to which you cross | Named for schooner Mary Sachs; beached 1914 |

| NWT Community Names 2010 adapted from http://www.pwnhc.ca/programs/downloads/OfficialCommunityNames.pdf | | |
|--|----------------------------------|------------------------------------|
| Official Name / Traditional Name | Traditional name means: | Notes |
| Trout Lake / Saamba K'e | Trout lake place | Named from traditional name |
| Tsiigehtchic | Mouth of the iron river | Changed from Arctic Red River 1994 |
| Tuktoyaktuk | Looks like a caribou | Named from traditional name |
| Tulita | Where the waters meet | Changed from Fort Norman 1996 |
| Ulukhaktok | Where there is material for ulus | Changed from Holman 2006 |
| Wekweètì | Rock lake | Changed from Snare Lake 1998 |
| Whatì | Marten lake | Changed from Lac La Martre 1996 |
| Wrigley / Pedzeh Ki | Clay place | Hudson's Bay Co. fort 1880 |
| Yellowknife / Sombak'e | Money place | Named for the Yellowknives |



10: Pronouns

Instructor Notes

Essential skills: thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Pronouns

Learners explore the world of pronouns. The handout includes basic information about four kinds of pronouns and how to use them.

First, go over the information in Handout 10 with the learners.

Then ask learners to complete the handout. They find the pronouns in each statement and say what kind of pronoun each is. The number of lines under each statement tells them how many pronouns they need to find in each.



Pronouns Handout 10

Write down the pronoun(s) from each sentence and say what kind each is: personal subject, personal object, possessive adjective, OR possessive pronoun.

Use the information in the handout if needed. The lines below each sentence show how many pronouns you need to find in each. We did the first one for you.

1. She started by getting a part-time job at her local school board.

She personal subject

Her possessive adjective

2. Pat says, "I like my job."

3. They talk to clients in person or on the phone about the status of their account.

4. I asked if she took computer training at the college to improve her computer skills.

5. Go for what you want to do and follow your dreams.

6. We have a small library and I order many books online.

7. I work with Helen on our Access database.

8. Pat gives us an example of numeracy on the job.

9. I do up their per diems.

10. I have to figure out the best way to get them out.

11. It is learning from our amazing journeys that we take, to find a place in this fast-changing working world.

12. She must think and solve problems to figure it out.

| How to Use Pronouns | | | |
|--|---|---|---|
| Personal subject pronouns: <ul style="list-style-type: none"> Subject of a sentence Goes before the main verb Example: She works with the NWT Literacy Council. | | | |
| ↓ | Personal object pronouns: <ul style="list-style-type: none"> Object of a sentence. What the subject talks about. Go after the main verb. Example: I saw him yesterday. | | |
| | Possessive adjectives: <ul style="list-style-type: none"> Describe ownership Go before a noun Example: Your job is important. | | |
| | Possessive pronouns: <ul style="list-style-type: none"> Describe ownership Replace a noun Example: That book is mine. | | |
| I you he she it they we | me you him her it them us | my your his her its their our | mine yours his hers its theirs ours |



11: Family Literacy

Instructor Notes

Essential skills: thinking, working with others, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Family Literacy

Learners discuss and learn about family literacy, and plan a family literacy event. The handout has information about family literacy and an outline to plan the family literacy event.

Start with a brainstorm before you give learners the handout. Ask:

- What is family literacy?
- What are some examples of family literacy?
- Why is family literacy important?

Make notes of what the learners say on a flipchart or whiteboard. Give them the handout and compare their answers with the information in the handout. Discuss.

Tell learners that the next part of the activity is to plan a family literacy event. Before you start to plan the event, brainstorm with learners: what is a family literacy event?

Go through the planning steps one by one as a group. The handout includes instructions for some family literacy activities and a 'Tips for Parents' handout learners can give out at the event.



Family Literacy Handout 11

Start this activity with a brainstorm:

- What is family literacy?
- What are some examples of family literacy?
- Why is family literacy important?

Compare your ideas with the information in the handout and discuss.

The next part of the activity is to plan a family literacy event. Before you get to the planning stage, brainstorm: what is a family literacy event?

Follow the steps in the handout to plan a simple family literacy event.



Family Literacy Handout 11

What is family literacy?

Family literacy is the many ways that parents and other caregivers learn and do things together with their children. For example:

- Do homework together
- Go camping, hunting, or fishing out on the land together
- Share stories about your culture and traditions
- Make a meal together
- Sing songs, draw pictures, or dance together
- Play board games or sports together
- Read a book together

The NWT Literacy Council provides training and resources for family literacy. We support communities to develop culturally relevant family literacy programs. For more information, visit our website

<http://www.nwt.literacy.ca/famlit.htm>

Why is family literacy important?

Family literacy helps people to:

- Know that parents and caregivers are their children's first and most important teachers.
- Recognize that parents and caregivers can gain as much as children from sharing in family literacy activities.
- Develop strong relationships among family members.

- Build on family strengths and promote positive self-esteem for adults and children.
- Encourage learning and curiosity.
- Understand the school system and their roles in it.
- Prepare children for school.
- Build respect for Aboriginal culture and languages, and learn to value them.

What is a family literacy event?

Parents, caregivers, and children have fun together doing some family literacy activities. Someone plans and organizes the activities, and chooses a location, date, and time for the event. The people that plan the event provide all the supplies that families need to participate. They may also ask a local business to donate food and drink, and prizes for some activities.

The event can happen in a school, adult learning centre, community hall, or other location people know and feel comfortable in. It usually lasts one to three hours, and happens at a time when people are most likely to be available to attend.

Some examples of simple activities for a family literacy event:

- Invite elders to come and tell stories. Talk about language and culture. Draw pictures.
- Read books together in a circle.
- Play games such as word or picture bingo.

The NWT Literacy Council has lots of information about planning a family literacy event, including funding.

Steps to Plan a Family Literacy Event

1. Who will attend the event? Do you want to invite anyone in your community who is interested? Or do you want to plan an event for the families of the people in your adult learning group?
2. Choose a date, time, and location.
 - What time and date works best for the people you want to attend the event?
 - What location is available that is big enough to hold everyone, and where people feel comfortable?
3. Advertise the event if you decide to invite people from the community. Make posters, and put notices on the local radio and TV. Keep it simple. Tell people: WHAT, WHERE, and WHEN the event is.
4. Brainstorm activities. Decide what family literacy activities you want to do during the event. We give some examples:
 - Reading party
 - Matching words
 - Fun with shapes
 - Alphabet cards
 - Matching numbers
 - Memory game
5. Find someone to facilitate the event. Plan to serve some snacks. Decide about prizes.
6. Carry out the event:
 - Welcome people when they arrive.
 - Encourage people to have fun and participate in activities.
 - Have a snack before people leave for home. Give them something to take home: things they made at the event, 'tips for parents' flyer, small prizes.

Reading party





1. Have lots of books available, for different ages. Encourage adults and children to look through the books and choose some they like.
2. Have each family read together from one or more of the books they chose.
3. Gather everyone together in a circle. Ask a volunteer to read a story to the group.
4. Talk about how to choose books for children.
5. Give away books as prizes.

Alphabet cards

1. Make a letter card for each letter of the alphabet. Make one picture card for each letter.
2. Divide the picture cards evenly among the players.
3. Put the letter cards face down in the middle of the table. Turn up each letter card, one at a time.
4. The player with the picture that starts with that letter keeps the card and covers the picture with it. The first person to cover all their pictures wins.


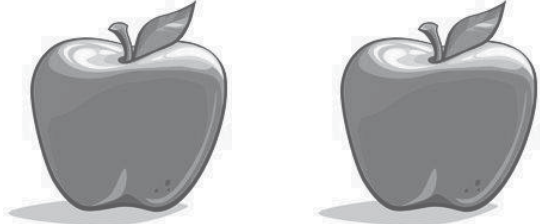

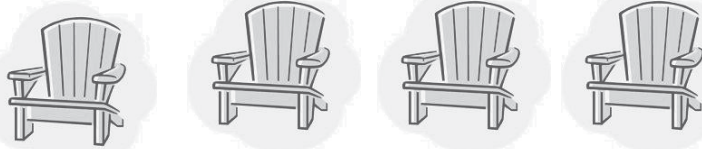
Matching words

Make matching cards – one with a word and one with a picture. Use pictures from magazines or the Internet, or draw your own. Play a game to match the word with the picture. Kids who can't read can say the word for the picture. Here's an example:

| | |
|--------|--|
| Dog |  |
| Apple |  |
| Skidoo |  |
| Chair |  |

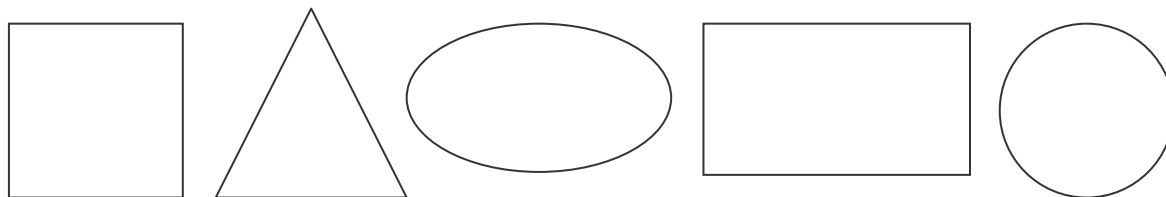
Matching numbers

Make matching cards – one with a number and one with pictures. Use stickers or draw pictures. Play a game to match the number with the picture. Kids who can't read can say the word for the picture. Here's an example:

| | |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

Fun with shapes

Get five pieces of paper or cardboard. Draw one shape on each: square, triangle, oval, rectangle, circle.



Cut out the pictures below. Match each picture with one shape. Or use other pictures. Talk about why they match.



Memory game

Prepare for the memory game:

- Get many pieces of cardboard –cereal or cracker boxes work well.
- Choose some pictures or draw them; make two copies of each.
- Glue each picture to a piece of cardboard. You should have two the same for each picture.

Play the memory game:

- Put the pictures face down on a table and mix them up.
- Give each player a turn. Tell each player to turn over any two pictures, looking for a match. Say what each picture is. If the player has a match, collect the pictures. If they player has NO match, turn the pictures over again.
- Play until all the pictures are gone.

Tips for Parents
Literacy Activities to do at Home

- ✓ Read to your children before bedtime every night.
- ✓ Bake your favourite recipe or cook a meal together.
- ✓ Make a grocery list and go shopping together.
- ✓ Tell stories to your children about when you were growing up.
- ✓ Tell stories to your children about when they were born.
- ✓ Tell traditional stories about your culture.
- ✓ Play cards together.
- ✓ Ask your children about their day. Listen to them and encourage them to tell their stories.
- ✓ Play board games together (scrabble, monopoly).
- ✓ Look at family photos together and talk about them.
- ✓ Make up stories together about family photos.
- ✓ Take lots of pictures and put them in a book. Write stories about the pictures.



12: Assess Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Assess your essential skills

Activities 11 and 12 (Increase Your Essential Skills) are the same for the five stories in this Study Guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



Assess Your Essential Skills
Handout 12

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There are no right or wrong answers and no scoring. Learn something about the skills you enjoy, the skills you’re good at, and the skills you might want to improve.

Use the information you record here for Activity 12 ‘Increase Your Essential Skills’.

| Reading | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Find the information I need in a pamphlet from the school or health care centre. | | | |
| Read, understand, and enjoy books or newspapers. | | | |
| Use a dictionary to look up the meaning of words I don't know or understand. | | | |
| Read reports, and understand and use the information. | | | |
| Read and understand letters from government, banks, or other agencies. | | | |
| Read stories out loud to children or to other adults. | | | |
| | | | |
| | | | |

| Computer Use/Digital Literacy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Use computers and the Internet to find information. | | | |
| Use email, Facebook, and/or Twitter to communicate with other people. | | | |
| Use computer software for word processing or other things. | | | |
| Use digital technology such as a camera, phone, or tablet. | | | |
| Use a computer keyboard properly, with all fingers and thumbs. | | | |
| Use digital tools such as a GPS or smart board. | | | |
| | | | |
| | | | |

| Writing | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Write a list, a recipe, directions, or a quick note. | | | |
| Write a letter or email. | | | |
| Write stories, poems, or other creative things. | | | |
| Write a report to communicate and analyze information, and to make recommendations. | | | |
| Fill out forms or a cheque. | | | |
| Check grammar, spelling, and punctuation and rewrite as needed. | | | |
| Communicate my thoughts and ideas in writing. | | | |
| | | | |
| | | | |

| Numeracy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use numbers, fractions, and percentages. | | | |
| Add, subtract, multiply, and divide without using a calculator. | | | |
| Use money and make change. Figure out a bill or invoice and pay it. | | | |
| Measure things such as distance, volume, size, and weight. | | | |
| Understand and use numbers in a table, chart, or graph. | | | |
| Understand how much things cost. Estimate the GST. | | | |
| | | | |
| | | | |

| Document Use | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use diagrams, tables, charts, and graphs. | | | |
| Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate. | | | |
| Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair. | | | |
| Read maps and use them to see where I am and how to get somewhere. | | | |
| Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player. | | | |
| | | | |
| | | | |

| Oral Communication | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Tell stories; listen carefully to others' stories. | | | |
| Listen to or give directions. | | | |
| Organize ideas and speak clearly. | | | |
| Ask and answer questions when needed. | | | |
| Listen carefully and respond in ways that show I understand. | | | |
| Talk comfortably on the phone, to get or receive information. | | | |
| Choose language, tone, and gestures that fit the listener and topic. | | | |
| | | | |
| | | | |

| Thinking | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Gather information, consider pros and cons, and make decisions. | | | |
| Use my imagination to come up with new ideas and combine ideas in new ways. | | | |
| Recognize a problem and figure out possible solutions. | | | |
| Plan and organize tasks. | | | |
| Remember things. | | | |
| Form an opinion. Realize that I have my own ideas and beliefs about things. | | | |
| | | | |
| | | | |

| Working with Others | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Cooperate with others and do my share of the work. | | | |
| Contribute ideas and effort to the team or group. | | | |
| Respect people of different races, abilities, and genders and work well with them. | | | |
| Listen to team members, give support, help resolve problems. | | | |
| Be friendly and show respect and understanding for others. | | | |
| Clearly and calmly present the facts and arguments as I see them. | | | |
| Show empathy. Put myself in someone else's shoes. Understand another person's point of view – why they think and act the way they do. | | | |
| Assert myself in a positive way. Stand up for my ideas. | | | |
| | | | |
| | | | |

| Continuous Learning | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Identify new skills that I'm keen to learn and use. | | | |
| Look for and take part in new challenges and experiences. | | | |
| Share my skills and knowledge with others. | | | |
| Understand that it's important for me to keep learning new things throughout my whole life. | | | |
| Assess my own knowledge and skills accurately. | | | |
| Set well-defined and realistic goals for learning, and monitor my progress. | | | |
| Work hard and learn to do things really well. | | | |
| | | | |
| | | | |



13: Increase Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 'Assess Your Essential Skills.'

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



Increase Your Essential Skills Handout 13

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

2. Look again at your responses. Write down three skills that you most want to improve.

3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other _____
- ☐ Other _____

Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use email, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other _____
- ☐ Other _____

Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write stories, poems, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other _____
- ☐ Other _____

Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other _____
- ☐ Other _____

Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and how to get somewhere.
- ☐ Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other _____
- ☐ Other _____

Oral Communication

- ☐ Tell stories; listen carefully to others' stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other _____
- ☐ Other _____

Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and genders and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
Understand another person's point of view – why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other _____
- ☐ Other _____

Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other _____
- ☐ Other _____

Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
- ☐ Look for and take part in new challenges and experiences.
- ☐ Share my skills and knowledge with others.
- ☐ Understand that it's important for me to keep learning new things throughout my life.
- ☐ Assess my own knowledge and skills honestly.
- ☐ Set well-defined and realistic goals for learning, and monitor my progress.
- ☐ Work hard and learn to do things really well.
- ☐ Other _____
- ☐ Other _____

4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
 - ☐ Where do I want to be? What is a goal that I can achieve?
 - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
 - ☐ How do I get what I need? What actions can I take? How much time do I need?
 - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

Resources

Aurora College, Office Administrator Certificate or Diploma Program
http://www.auroracollege.nt.ca/_live/pages/wpPages/ProgramInfoDisplay.aspx?id=91&tp=PRG

Charts and graphs – activities where learners can create their own charts or graphs online
<http://nces.ed.gov/nceskids/createagraph/default.aspx?ID=ec92fbb87c694e36819bdc4a8f87e173>

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council <http://www.nwt.literacy.ca/adultlit.htm>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

Links to online self-assessment sites
<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineselfassess.htm>

Place names information
<http://www.pwnhc.ca/programs/downloads/OfficialCommunityNames.pdf>

Place names – community names map
http://www.pwnhc.ca/programs/downloads/community_names.pdf

The Career Key and 'The Foundation Job Skills'

http://www.careerkey.org/asp/career_development/foundation_skills.html

TOWES: Test of Workplace Essential Skills.

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.

Essential Skills at **Work in the North** *Study Guide*



Nursing

Nursing

Essential Skills at Work in the North

Introduction

The learning activities in this study guide help learners explore ideas and information about essential skills, the job featured in the story, and topics that emerge from the story.

There are 12 learning activities. The study guide includes instructor notes and learner handouts for each activity. Learners use one or more essential skills for each activity. See the list of activities below. And check out the Resources section after the last learning activity.

The study guide includes the text for the Nursing Story or you can listen to it online. It's part of the online tool **Essential Skills at Work in the North**. Look for the link on the NWT Literacy Council homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Nursing Story from the online tool.



Shows instructor notes for each learning activity, including the main essential skills that learners use during the activity



Shows learner handouts for each activity. Copy enough handouts before you start the activity.

Essential skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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Nursing Story Text

Essential Skills at Work in the North

Introduction

We felt really lucky when two great young nurses, Chantelle and Fraser, agreed to be interviewed. Of all the northern jobs that we have profiled, nursing is the most demanding in that it is a four year program. But it is also very rewarding.

One thing is for sure. If you work as a nurse you will be able to exercise and develop many skills.

Chantelle McDonald

My name is Chantelle McDonald and I live in Yellowknife. I'm actually Aboriginal and I am a registered nurse, and currently I work in the Medical Daycare Unit at the Stanton Territorial Hospital.

I've been working as a nurse for almost three years now. I went to college for a couple of years. But prior to going to college I'd worked as a nursing aide in the hospital in Fort Smith – that's where I'm from. And then after my two years of training in college I decided to branch off into nursing.

I think that it's always hard leaving your support system. Because your parents are there, your siblings are there, possibly your grandparents are there – your aunts and uncles.

So you know everyone. You're comfortable. And to leave that and to go by yourself and explore the world, and to educate yourself is hard for anyone. But it was a really exciting and challenging experience.

It's a very challenging career but also very rewarding, and it's worth all the hard work. And we do get to work with a lot of the students that come from the college, and I just try to encourage them all the time.

It's so worth it. Just keep on plugging through - like you get to that point where like 'Oh man I don't see the light at the end of the tunnel' but it's there.

Fraser Lennie

I'm a Metis. My dad is from the North Slave region as well. He grew up in Fort Norman, Northwest Territories and I have lived in Yellowknife since I was about three years old.

I love working with people every day. I'd always had an interest in working with people. I like using my communication skills and I've also liked helping people so I thought it would be a good fit for me. I applied to the program and I got in at Aurora College here and it's sort of taken me to where I am today.

I have recognized that when I go into work, people are sick. And I love the fact that I get to go in there and smile at them and cheer them up – help them get better and hopefully get discharged from the hospital. And I like the fact that I get to go into work every day and I'm always doing something different. Being a float nurse at the hospital allows me to do something different every day.

I believe that when we started out there were probably around five guys in the nursing program. And I think we graduated with four of us in my class. I didn't really notice any difference being a guy in the program.

I think there were certain periods throughout the program where you maybe felt a little bit uncomfortable going to the hospital – units such

as obstetrics. I think that in certain areas maybe women feel more comfortable having another woman be their nurse.

But my overall experience was I never felt any different being a man in the program. I think in programs today you're starting to see a lot more males. Men are slowly starting to make their way in and I think women have been welcoming the other nurses on the unit and they value the men that are now working alongside them.

Essential Skills -Nursing

Reading

Fraser: We're constantly reading throughout the day. When it comes to reading we are always reading our doctor's orders, we're reading our client charts. We always have to read notes that were written by all members of the health care team to know the care that our clients have been receiving and where they might further need more care. Everything is documented. We constantly have to use our reading skills within the workplace.

Chantelle: We read the patient's charts just to get a quick history and an idea of the kinds of medications that they have, why they're having these tests done. And we'll also read up on medications that we're not familiar with. Also just keeping ourselves up-to-date with any medication changes and anything that we need a little refresher on.

Oral Communication

Chantelle: Communicating with people is very important. We not only have to communicate properly with our physicians, with our fellow staff and co-workers, but also with patients, families, sometimes even other health care professionals in other

communities, as well as pharmacists – those sorts of people. So we're constantly interacting with our whole health care team as well as with our patients and their families.

Fraser: There are not many jobs I know where you have to be such team players with your co-workers. Every day we have to go into patient rooms and work together to provide good care. We're always communicating with each other and we're always shooting ideas off each other. And I think it's great to have that support within the workplace. If you don't have good communication skills it's just hard to provide good patient care.

Numeracy

Chantelle: Yes, we do math all the time especially for administering medication. Where I work we use sedation for our patients and that's physician directed. But we collaborate with the physician to give the most appropriate amount of medication based on their weight and any other co-morbidities or health conditions, medications – that kind of stuff.

Fraser: Math definitely comes into our work. We constantly have to be doing dosage calculations every day. For me, when I went into the nursing program my math skills I thought were horrible. I've always sort of never been very good at math. So that was an area where I really had to work hard to be able to do my job effectively.

Document Use

Fraser: There's documents for everything in health care. We're always creating care plans for clients. These care plans, they work as a guide that allows us to give tailored care to each client. We have documents for medications, food balance sheets, client weights, vital signs, etc.

Computer Use/Digital Literacy

Fraser: Yeah, we definitely use computers and technology within the workplace. We use computers to look up client records – including their lab work, procedures, and any reports and dietary information. We also use what's called a dynamap. And that is a machine that monitors people's blood pressure, their heart rate, their oxygen saturations.

Chantelle: We use technology on a very regular basis just in order to perform our procedures. We do have it there as a resource to look at recent blood work, any sort of physician reports, or anything we need - to just make sure that we can see the whole picture of what's going on with a patient before we start a procedure. We use technology on a very regular basis, yes.

Thinking

Fraser: Uh huh, yeah, you have to be a constant critical thinker in nursing. When you show up every day you can have patients that are not stable as well as patients that are stable. So your care is constantly changing depending on the client's condition. So you have to always be well rested and ready to critically think, as soon as you come on the job.

Chantelle: A lot of thinking on the job – problem solving. You just never know what's going to happen. A patient comes to see you for a procedure and you have to communicate with your physician and communicate with your nurse that's working with you in the room. And you have to problem solve if anything comes up. So we have to think about what we can do to make this the safest procedure for our patients.

Working with Others

Chantelle: We, as nurses and doctors, we make suggestions to each other back and forth. We work in a small unit and there are approximately five of us nurses and one doctor at any given time. And we really do work as a very close team together.

Fraser: There's not many jobs I know where you have to be such team players with your co-workers. Every day we have to go into patient rooms and work together to provide good care. It's a team sport – a team profession.

Writing

Fraser: Writing is also a huge component of nursing. We're always writing notes on the progress or the status of our clients. I think it's an effective communications tool for all members within the health care team to see just how they're progressing throughout their illness.

Chantelle: We do fill out charts and they are pretty basic. They're almost like pic sheet charting now. So we don't do a whole lot of writing. But then depending on the day we might need to chart a lot more than we did on the previous day, or even the previous procedure.

Continuous Learning

Chantelle: Continuous learning is part of the whole job of nursing. We have an association who ensures that we do keep up on our professional education. And I think just even working day-to-day you need to have that drive to be constantly up on new medications, new treatments. Especially you know, in the health care profession, it's changing all the time.

Fraser: Oh definitely. I think nursing is always about continuous learning. Every day you have questions about your practice, things that you have to look up. There's always more courses that we have to obtain. Like every day we're always thinking about new ways to improve and educate ourselves.



1: Expand Your Vocabulary

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Expand your vocabulary

Ask learners to read the nursing story, and look for words from the story that they want to learn more about.

Brainstorm as a group and choose six words. If they have problems finding words, here are some suggestions:

- | | |
|---------------|---------------|
| ✓ career | ✓ discharged |
| ✓ obstetrics | ✓ charts |
| ✓ medications | ✓ refresher |
| ✓ sedation | ✓ morbidities |
| ✓ pharmacists | ✓ collaborate |
| ✓ dosage | ✓ procedures |
| ✓ status | ✓ tailored |

Give learners Handout 1 and ask them to:

- Write down each word.
- Read out loud the sentence in the story that the word comes from. Use context and common sense to discuss what the word means. Check the meaning in the dictionary.
- Write down the meaning.
- Write a new sentence using the word.



Expand Your Vocabulary Handout 1

As a group choose six words from the nursing story text that you want to know better. For each word, follow the directions below so you can learn more about each word, what it means, and how to use it.

- ☒ Write down the word.
- ☒ Read out loud the sentence in the story that the word comes from. Use the context and your common sense to discuss what the word means. Double check with the dictionary if you want.
- ☒ Write down the meaning.
- ☒ Write a new sentence and use the word in it.

Here is an example:

Word: career

Meaning: What people choose to do for their working life.

New sentence: Nursing is a very challenging career, but very rewarding.

1. **Word:** _____

Meaning: _____

New sentence: _____

2. **Word:** _____

Meaning: _____

New sentence: _____

3. **Word:** _____

Meaning: _____

New sentence: _____

4. **Word:** _____

Meaning: _____

New sentence: _____

5. **Word:** _____

Meaning: _____

New sentence: _____

6. **Word:** _____

Meaning: _____

New sentence: _____



2: Essential Skills Vocabulary

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Essential skills vocabulary

Learners match things nurses do at work with essential skills.



Essential Skills Vocabulary
Handout 2

Here is a list of nine things that nurses often do at work. Match each item on the list with one essential skill. Go back to the nursing story text if needed. And check the essential skills handout.

- ☐ reading
- ☐ writing
- ☐ oral communication
- ☐ document use
- ☐ thinking
- ☐ working with others
- ☐ numeracy
- ☐ continuous learning
- ☐ computer use/digital literacy

| Essential Skill | Things nurses do at work |
|-----------------|---|
| | Solve problems when they happen. |
| | Look at doctor’s orders, patient charts, and co-worker’s notes. |
| | Fill out charts. |
| | Talk and listen to patients and their families. |

| Essential Skill | Things nurses do at work |
|-----------------|--|
| | Calculate the amount of medicine a person needs. |
| | Work with other nurses and doctors. |
| | Take a course to learn about new treatments. |
| | Use a dynamap to monitor blood pressure. |
| | Use care plans and food balance sheets. |

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



3: Reflections – Discussion / Journal Writing

Instructor Notes

Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Reflections – discussion / journal writing

Ask learners to reflect on the story. Use the questions below – or make up your own questions – to guide a discussion about the story.

Following the discussion you may ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way.

- Did you find the story interesting? Why or why not?
- Chantelle talks about leaving her family and friends behind to go away to school. Is this something you could do? Why or why not?
- What do you think is the best thing about being a nurse?
- What do you think is the most challenging thing about being a nurse?
- How do you feel about men being nurses? Why do we even ask this question?



Reflections – Discussion / Journal Writing Handout 3

Use the following questions to guide the discussion and your journal writing. Did the discussion add to your thoughts or change them in any way?

- Did you find the story interesting? Why or why not?
- Chantelle talks about leaving her family and friends behind to go away to school. Is this something you could do? Why or why not?
- What do you think is the best thing about being a nurse?
- What do you think is the most challenging thing about being a nurse?
- How do you feel about men being nurses? Why do we even ask this question?



4: Story Questions

Instructor Notes

Essential skills: oral communication, working with others, thinking

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Story questions

Learners interact with each other to answer questions from the story. To start the activity, read the story out loud together to make sure the story is fresh in the learners' minds.

The handout has 15 question/answer pairs set out in a table. Copy the number of question/answer pairs you need so that each learner has one question and one answer.

Cut the page to separate each question and answer. Put all the questions in one bowl or hat and all the answers in another. Ask the learners to choose one piece of paper from each bowl or hat.

Ask them to circulate to find the question that matches their answer and the answer that matches their question.



Story Questions Handout 4

Handout for instructors to copy for Activity 4

Question:

Where does Chantelle work?

Answer:

Chantelle works at the medical daycare unit at Stanton Territorial Hospital.

Question:

How long has Chantelle worked as a nurse?

Answer:

Chantelle has worked almost three years as a nurse.

Question:

Where has Fraser lived since he was three years old?

Answer:

Fraser has lived in Yellowknife since he was three years old.

Question:

What did Chantelle do before she went to college?

Answer:

Before Chantelle went to college she worked as a nursing aide in the hospital in Fort Smith.

Question:

Where did Fraser apply to go to school?

Answer:

Fraser applied to the program at Aurora College.

Question:

Why does Fraser like being a float nurse?

Answer:

Fraser likes being a float nurse because it allows him to do something different every day.

Question:

How many men were in the nursing program when Fraser started?

Answer:

There were five men in the nursing program when Fraser started.

Question:

How many men were in the nursing program when Fraser graduated?

Answer:

There were four men in the nursing program when Fraser graduated.

Question:

What kinds of things do nurses read at work?

Answer:

Nurses read patient charts, doctor's orders, notes from their co-workers, and information about medications.

Question:

Why is it important for nurses to be able to communicate well?

Answer:

Nurses communicate with the whole health care team, with patients and with their families so they can provide good patient care.

Question:

What kinds of documents do nurses work with?

Answer:

Nurses have documents for medications, food balance sheets, client weights, vital signs.

Question:

What is a dynamap?

Answer:

A dynamap is a machine that monitors a person's blood pressure, heart rate, and oxygen levels.

Question:

How is continuous learning part of the job of nursing?

Answer:

Nurses have an association that ensures they keep up on their professional education.

Question:

What is one example of how nurses use writing skills on the job?

Answer:

Nurses write progress and status notes on patient charts.

Question:

What is one example of how nurses use numeracy skills at work?

Answer:

Nurses use math skills to calculate how much medication to give.



5: Nouns and Verbs as the Same Word

Instructor Notes

Essential skills: thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Nouns and verbs as the same word

Learners learn how nouns and verbs can be the same word.

First review the difference between a noun and a verb. Brainstorm ideas before you give learners the handout. The handout gives basic definitions and some information about and examples of verb tenses.

Ask learners to choose four words from the list of words that can be a noun and a verb. Ask them to write one sentence with the word as a noun and one sentence with the word as a verb. For the verb sentence they also check the verb tense: past, present, or future.



Nouns and Verbs as the Same Word

Handout 5

What is a noun?

- A noun is a word for a person, place, thing, or idea/feeling.
- Nouns can be singular or plural. Singular examples: person, place, thing, idea, feeling. Plural examples: people, places, things, ideas, feelings.
- Proper nouns refer to specific people, places, or things. Each word starts with a capital letter. Examples: Lily, Behchoko, Aurora College.
- Common nouns are general words. Examples: mother, airport, clothes, pain, happiness.

What is a verb?

- A verb shows action or a state of being.
- Verb tense says when things happened: past, present, future. Examples:
 - ✓ Sylvia made caribou stew. (past tense)
 - ✓ The baby was sleeping. (past tense)
 - ✓ Students write notes in their journals. (present tense)
 - ✓ Sally feels excited. (present tense)
 - ✓ John will play baseball tomorrow. (future tense)
 - ✓ The stew will taste very good. (future tense)

Sometimes the same word can be a noun or a verb.

- See the examples in the table on the next page. These are just some; there are many more.

| Nouns and Verbs can be the Same Words | | | |
|---------------------------------------|----------|-------|--------|
| Act | Answer | Blame | Bear |
| Care | Comfort | Drink | Design |
| Email | Escape | Fish | Film |
| Guess | Guide | Heat | Hope |
| Increase | Interest | Jump | Joke |
| Knock | Kick | Laugh | Limit |
| March | Mind | Name | Notice |
| Order | Object | Paint | Plant |
| Question | Quiz | Race | Record |
| Smile | Signal | Taste | Trade |
| Use | Urge | Value | Vote |

Choose four words from the list in the above table. Make sure each word starts with a different letter of the alphabet. Write one sentence with the word as a noun. Write a second sentence with the word as a verb. Check ☒ present, past, or future tense for the verb sentence.

We did one as an example.

Word: love

Noun sentence: Everyone needs some love in their life.

Verb sentence: I love to eat fresh cranberries.

☐ past tense

☒ present tense

☐ future tense

Word: _____

Noun sentence: _____

Verb sentence: _____

☐ past tense

☐ present tense

☐ future tense

Word: _____

Noun sentence: _____

Verb sentence: _____

☐ past tense

☐ present tense

☐ future tense

Word: _____

Noun sentence: _____

Verb sentence: _____

☐ past tense

☐ present tense

☐ future tense

Word: _____

Noun sentence: _____

Verb sentence: _____

☐ past tense

☐ present tense

☐ future tense



6: Subject / Verb / Object Sentences

Instructor Notes

Essential skills: thinking, oral communication, writing, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Subject, verb, object sentences

Learners explore subject / verb / object sentences. Sample sentences focus on how nurses use their essential skills at work. Some examples come from the story, others from our imagination.

1. Before you give learners the handout, brainstorm with them the question: What is a sentence? Then read the statements below, one at a time and out loud. Ask learners if each is a sentence or not. If not, ask them how to change it into a sentence.
 - Chantelle and Fraser work as nurses in Yellowknife.
 - They the program at Aurora College.
 - Nursing is a challenging and rewarding career.
 - Nurses all nine essential skills.
2. Give learners the handout. Ask them to use the guidelines on the handout to identify the subject, verb, and object for each sentence.



Subject / Verb / Object Sentences Handout 6

The most basic and easy-to-understand sentence has this structure:

subject / verb / object

- **Subject:** Ask 'who' or 'what' BEFORE the verb.
- **Verb:** Ask what action takes place? What happens in the sentence?
- **Object:** Ask 'who' or 'what' AFTER the verb.

Examples:

| Subject | Verb | Object |
|----------------|-------------|---------------|
| Mary | reads | books |
| John and Abe | go | hunting |
| They | like | school |
| The class | is | writing |

Read each sentence below. Write down one word each for the verb, subject, and object. For now just ignore the other words. We did the first one for you.

For each sentence, ask these questions in this order:

- i. **Verb:** What action takes place? What happens in the sentence?
- ii. **Subject:** Ask 'who' or 'what' BEFORE the verb. Who or what is taking action or being?
- iii. **Object:** Ask 'who' or 'what' AFTER the verb.

1. Nurses use many essential skills.

| Subject | Verb | Object |
|---------|------|--------|
| Nurses | use | skills |

2. Chantelle attended Aurora College.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

3. Fraser uses a computer to look at doctors' reports.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

4. Nurses need good communication skills to provide good patient care.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

5. Nurses use math to calculate medicine doses.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

6. A patient care plan guides the work that nurses and other health care providers do.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

7. Hospital computers contain many different kinds of patient records.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

8. The professional association helps nurses stay up-to-date with the constant changes.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

9. Your parents, siblings, and grandparents are your support system.

| Subject | Verb | Object |
|---------|------|--------|
| | | |

10. Nursing is a demanding four-year program.

| Subject | Verb | Object |
|---------|------|--------|
| | | |



7: Adjectives and Adverbs

Instructor Notes

Essential skills: thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Adjectives and adverbs

Learners identify adverbs and adjectives in each sentence, and write down the words they modify.

The handout defines adverbs and adjectives, and gives examples. Review this information before learners work on the sentences.



Adjectives and Adverbs Handout 7

Check if the underlined word in each sentence is an adjective or adverb. Write down the words it modifies.

Adjectives are words that describe or modify nouns or pronouns. They may come before the word they describe (that is a **cute** puppy) or after it (that puppy is **cute**).

- 'This,' 'that,' 'these,' and 'those' are adjectives when a noun follows. E.g. This fish, that boat, these bushes, those berries.
- 'Good' is an adjective. E.g. She is a good runner.

Adverbs are words that describe or modify adjectives, verbs, and other adverbs; any word except a noun or pronoun. Adverbs say how, when, or where.

- An adverb often ends with 'ly'. E.g. He easily caught the ball.
- 'Well' is an adverb. E.g. She runs well.

Find one adjective and one adverb in each sentence, and write them down. Some sentences have more than one of each. Also write down the words the adjective and adverb modify.

1. Chantelle currently works in the medical daycare unit.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

2. Nursing school is a really exciting and challenging experience.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

3. Fraser wants to help sick people quickly get better so they can go safely home.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

4. The nursing program probably started with about five guys.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

5. Men are slowly starting to make their way into nursing.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

6. Nurses constantly use reading skills every day in the workplace.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

7. Nurses definitely use computers and digital technology every day at work.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

8. Nurses work closely together to provide good patient care.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____

9. Nurses usually need to rest well so they can do a good job.

Adverb: _____

Word the adverb modifies: _____

Adjective: _____

Word the adjective modifies: _____



8: Idioms

Instructor Notes

Essential skills: thinking, reading, writing, oral communication

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Idioms

Learners explore and use idioms.

1. Introduce the concept with the example of an idiom that Chantelle uses in the Nursing Story – ‘see light at the end of the tunnel’. Discuss the questions on the handout.
2. Ask learners to do the activity on the handout.
 - Complete each of the nine sentences with one of the idioms from the list provided. Use each idiom only once.
 - Write down what the idiom means – not the dictionary meaning.
 - Write a new sentence and use the idiom in it.
3. Brainstorm other idioms that learners hear and use in their daily life. Talk about what these phrases really mean, and why people use them.



Idioms Handout 8

In the Nursing Story Chantelle talks about how nursing students sometimes feel like the work never ends. She says "... you get to that point where like 'I don't see the light at the end of the tunnel', but it's there".

Is Chantelle really looking for a light at the end of a tunnel?
What is she really saying?

This is an idiom. It's a phrase or group of words that has a different meaning than the literal, dictionary meaning.

Do the following activity:

- Complete each of the nine sentences with one of the idioms from the list below. Use each idiom only once.
- Write down what the idiom means – not the dictionary meaning.
- Write your own sentence and use the idiom in it.

- | | |
|--|--|
| <input type="checkbox"/> sit on the fence | <input checked="" type="checkbox"/> bury your head in the sand |
| <input type="checkbox"/> cover the bases | <input type="checkbox"/> hit the sack |
| <input type="checkbox"/> wet behind the ears | <input type="checkbox"/> get things off my chest |
| <input type="checkbox"/> skating on thin ice | <input type="checkbox"/> a long shot |
| <input type="checkbox"/> down the drain | |

We did the first one as an example.

1. When you have a problem it's not healthy to bury your head in the sand.

Meaning: act like something doesn't exist.

Sentence: You can bury your head in the sand, but climate change still happens.

2. When nursing students get tired from studying they need to just _____.

Meaning: _____

Sentence: _____

3. When nursing students first work in a hospital, they are a bit _____.

Meaning: _____

Sentence: _____

4. If you want to make a difference you can't

_____.

Meaning: _____

Sentence: _____

5. At staff meetings I can share my ideas and

_____.

Meaning: _____

Sentence: _____

6. All the courses in the nursing program together really

_____.

Meaning: _____

Sentence: _____

7. If I miss too many classes before the exam I'm really

_____.

Meaning: _____

Sentence: _____

8. When I quit school and started drinking too much things really
went _____.

Meaning: _____

Sentence: _____

9. I applied for the job even though I needed more training and it
was _____.

Meaning: _____

Sentence: _____



9: Stereotypes, Discrimination, and Human Rights

Instructor Notes

Essential skills: oral communication, working together, thinking

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Stereotypes, discrimination, and human rights

Learners discuss some ideas about stereotypes and discrimination, and learn that the NWT has a *Human Rights Act*.

Introduce this topic with the example of Fraser as a male nurse. Say that in the past and even today people generally thought that nurses should be female, not male.

This is one example of stereotypes in our world. And there are many other examples. Stereotypes happen when people have rigid or fixed, often negative, ideas about certain groups of people. We apply stereotypes based on things such as gender, religion, age, or race.

Discrimination happens when people treat others badly because of the stereotypes we have. For example if Aurora College refused to let Fraser study to be a nurse because he's male. Or if a landlord refused to rent to people because of their age or race or sexual orientation.

Human rights happen when we have laws or policies that support equality, when we can seek justice if someone discriminates against us.

Use the questions below to guide a discussion. The intent is to inspire thinking, speaking, and listening; not for learners to find the 'correct' answers.

Have the discussion as one group or break the group into smaller groups. You may want to suggest that learners use tools such as a talking stick or feather, going round the circle, or other techniques to encourage everyone to participate.

Questions to guide discussion

- What stereotypes do you see or hear about in your day-to-day life – related to gender, race, sexual orientation, or age?
- What discrimination do you see or hear about in your day-to-day life – related to gender, race, sexual orientation, or age? Have you personally experienced discrimination?
- Do you believe that stereotypes have changed over time – over the past 10 to 20 years? If yes, how have they changed? What stereotypes are most common in today's world compared to the past?
- Do you believe that people experience more or less discrimination now than in the past? Why do you believe this? What is the evidence?
- Is it a good idea to change stereotypes to more positive and less fixed ideas about certain groups of people? Why or why not?
- If people experience discrimination, what can they do about it?
- What do the words 'human rights' mean to you?

After the discussion you might encourage learners to write down their thoughts in their journals.

Here are some Internet resources related to human rights:

- Plain language version of the Universal Declaration of Human Rights <http://nwthumanrights.ca/wp-content/uploads/2010/03/Universal-Declaration-of-Human-Rights-Plain-Language.pdf>
- NWT Human Rights Commission website <http://nwthumanrights.ca/>
- Know Your Rights booklet about the NWT Human Rights Act <http://nwthumanrights.ca/wp-content/uploads/2010/03/Know-Your-Rights1.pdf>
- UN Declaration on the Rights of Indigenous Peoples http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf



Stereotypes, Discrimination, and Human Rights

Handout 9

Use the questions below to guide a discussion. There are no 'correct' answers. The intent is to inspire you to think, speak, and listen with your heart and your mind.

- What stereotypes do you see or hear in your day-to-day life – related to gender, race, sexual orientation, age, or other things?
- What discrimination do you see or hear in your day-to-day life – related to gender, race, sexual orientation, age, or other things?
- Have you personally experienced discrimination?
- Do you believe that stereotypes have changed over time – say over the past 10 to 20 years? If yes, how have they changed? What stereotypes are most common in today's world compared to the past?
- Do you believe that people experience more or less discrimination now than in the past? Do people experience discrimination for different reasons than in the past? Why do you believe this? What is the evidence?
- Is it a good idea to work to change stereotypes, so that we have more positive and less fixed ideas about certain groups of people? Why or why not?
- If people experience discrimination, what can they do about it?
- What do the words 'human rights' mean to you?

After the discussion you may want to write down your thoughts in your journal.

Here are some Internet resources related to human rights:

- Plain language version of the Universal Declaration of Human Rights <http://nwthumanrights.ca/wp-content/uploads/2010/03/Universal-Declaration-of-Human-Rights-Plain-Language.pdf>
- NWT Human Rights Commission website <http://nwthumanrights.ca/>
- Know Your Rights booklet about the NWT Human Rights Act <http://nwthumanrights.ca/wp-content/uploads/2010/03/Know-Your-Rights1.pdf>
- UN Declaration on the Rights of Indigenous Peoples http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf



10: Understanding Some Nursing Stats

Instructor Notes

Essential skills: numeracy, thinking, document use

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Understanding some nursing stats

Learners review some statistics about nursing in Canada and answer questions. They learn about ratio and percent.

We adapted the statistics in the handout from the 2007 Workforce Profile, Canadian Nurses Association.

Before you give learners the handout, you may want to brainstorm ‘what are statistics?’

Statistics are the facts and data we collect as numbers. We analyze the information and use it to compare and understand things. Here are some basic examples:

- Number of people in each community
- Number of males versus females
- Number of Aboriginal versus non-Aboriginal
- Number of people in different age groups
- Number of employed people versus unemployed
- Number of people with different education levels

We can also combine and compare the numbers and data. Example:

- Education and employment levels of female Aboriginal people in one region who are more than 30 years old versus education and employment levels of male Aboriginal people in the same region and the same age group.

Brainstorm these questions:

- Why are statistics important or interesting?
- What can we use these numbers for?



Understanding Some Nursing Stats Handout 10

Use the information in the handout to answer questions about nursing in Canada. The numbers in the tables in the handout come from the 2007 Workforce Profile of the Canadian Nurses Association.

What are statistics?

Statistics are the facts and data we collect as numbers and analyze. We use the information to compare and understand things. Examples:

- Total population of the NWT
- Number of people in each community
- Number of males versus females
- Number of Aboriginal versus non-Aboriginal
- Number of people in different age groups
- Number of employed people versus unemployed
- Number of people with different education levels

We can combine and compare the numbers and data. Example:

- Education and employment levels of female Aboriginal people in one region who are more than 30 years old versus education and employment levels of male Aboriginal people in the same region and same age group.

Brainstorm:

- Why are statistics important or interesting?
- What do we use them for?

What is a ratio?

Ratios tell how one number relates to another number. Example:

- In the table below the ratio of nurses to the total population in NWT and Nunavut is 1:71. That means there is one nurse for every 71 people in the NWT and Nunavut.

Use the information in the table to answer the questions below.

| Ratio of Registered Nurses employed in nursing 2007 to total population of each province/territory Adapted from 2007 Workforce Profile, Canadian Nurses Association | | | |
|---|-------|------------------------------------|-------|
| NWT & Nunavut | 1:71 | Yukon | 1:101 |
| BC | 1:143 | Alberta | 1:128 |
| Saskatchewan | 1:115 | Manitoba | 1:110 |
| Ontario | 1:118 | Quebec | 1:116 |
| New Brunswick | 1:96 | Nova Scotia | 1:106 |
| PEI | 1:96 | Newfoundland & Labrador | 1:91 |

1. What province or territory has the lowest ratio? What is it?

2. What province or territory has the highest ratio? What is it?

3. What two provinces have the same ratio? What is it?

4. If good health care means more nurses per person, what four provinces or territories have the best health care?

5. If the NWT and Nunavut have a total population of 76,822 people and the ratio of nurses to population is 1:71, how many nurses do we have? Use this calculation to figure this out:

▪ $76,822 \div 71 =$ _____

Why does this calculation give us the number of nurses?

What is percent?

Percent or % means 'per 100' or 'of every 100.' We often use percent as a way to compare one thing with another. Example:

- 91% of nurses in NWT and Nunavut are women. That means that 91 of every 100 nurses are women.

Use these two tables to find the information you need to answer the questions below.

| Registered Nurses employed in nursing by sex | | | | | | |
|--|--------------|------------|----------------|--------------|------------|---------------|
| Adapted from 2007 Workforce Profile, Canadian Nurses Association | | | | | | |
| | 2007 | | | 2003 | | |
| | Women | Men | Total # | Women | Men | Total# |
| NWT & NU | 91% | 9% | 1048 | 90% | 10% | 670 |
| Yukon | 91% | 9% | 321 | 92% | 8% | 290 |

| Primary area of responsibility for Registered Nurses employed in nursing in Canada | | |
|---|-------------|-------------|
| Adapted from 2007 Workforce Profile, Canadian Nurses Association | | |
| | 2007 | 2001 |
| Direct patient care | 89.0% | 87.7% |
| Administration | 6.7% | 7.3% |
| Education | 3.5% | 4.0% |
| Research | 0.8% | 1.0% |

1. What percent of nurses in the NWT and Nunavut were male in 2007?

2. Did the percent of female nurses change in Yukon, from 2003 to 2007? If yes, how?

3. What year and what territory have the highest percent of male nurses?

4. What area of responsibility has the highest percent of nurses working?

5. What area of responsibility has the lowest percent of nurses working?

6. In what area of responsibility did the percent change the most from 2001 to 2007?

7. In 2001 the NWT and Nunavut had 670 nurses and 10% (10 of every 100) were male. How many nurses are male?



11: Assess Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Assess your essential skills

Activities 11 and 12 (Increase Your Essential Skills) are the same for the five stories in this Study Guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



Assess Your Essential Skills

Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There are no right or wrong answers and no scoring. Learn something about the skills you enjoy, the skills you're good at, and the skills you might want to improve.

Use the information you record here for Activity 12 'Increase Your Essential Skills.'

| Reading | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Find the information I need in a pamphlet from the school or health care centre. | | | |
| Read, understand, and enjoy books or newspapers. | | | |
| Use a dictionary to look up the meaning of words I don't know or understand. | | | |
| Read reports, and understand and use the information. | | | |
| Read and understand letters from government, banks, or other agencies. | | | |
| Read stories out loud to children or to other adults. | | | |
| | | | |
| | | | |

| Computer Use/Digital Literacy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Use computers and the Internet to find information. | | | |
| Use Facebook, email, and/or Twitter to communicate with other people. | | | |
| Use computer software for word processing or other things. | | | |
| Use digital technology such as a camera, phone, or tablet. | | | |
| Use a computer keyboard properly, with all fingers and thumbs. | | | |
| Use digital tools such as a GPS or smart board. | | | |
| | | | |
| | | | |

| Writing | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Write a list, a recipe, directions, or a quick note. | | | |
| Write a letter or email. | | | |
| Write stories, poems, or other creative things. | | | |
| Write a report to communicate and analyze information, and to make recommendations. | | | |
| Fill out forms or a cheque. | | | |
| Check grammar, spelling, and punctuation and rewrite as needed. | | | |
| Communicate my thoughts and ideas in writing. | | | |
| | | | |
| | | | |

| Numeracy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use numbers, fractions, and percentages. | | | |
| Add, subtract, multiply, and divide without using a calculator. | | | |
| Use money and make change. Figure out a bill or invoice and pay it. | | | |
| Measure things such as distance, volume, size, and weight. | | | |
| Understand and use numbers in a table, chart, or graph. | | | |
| Understand how much things cost. Estimate the GST. | | | |
| | | | |
| | | | |

| Document Use | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use diagrams, tables, charts, and graphs. | | | |
| Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate. | | | |
| Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair. | | | |
| Read maps and use them to see where I am and how to get somewhere. | | | |
| Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player. | | | |
| | | | |
| | | | |

| Oral Communication | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Tell stories; listen carefully to others' stories. | | | |
| Listen to or give directions. | | | |
| Organize ideas and speak clearly. | | | |
| Ask and answer questions when needed. | | | |
| Listen carefully and respond in ways that show I understand. | | | |
| Talk comfortably on the phone, to get or receive information. | | | |
| Choose language, tone, and gestures that fit the listener and topic. | | | |
| | | | |
| | | | |

| Thinking | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Gather information, consider pros and cons, and make decisions. | | | |
| Use my imagination to come up with new ideas and combine ideas in new ways. | | | |
| Recognize a problem and figure out possible solutions. | | | |
| Plan and organize tasks. | | | |
| Remember things. | | | |
| Form an opinion. Realize that I have my own ideas and beliefs about things. | | | |
| | | | |
| | | | |

| Working with Others | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Cooperate with others and do my share of the work. | | | |
| Contribute ideas and effort to the team or group. | | | |
| Respect people of different races, abilities, and genders and work well with them. | | | |
| Listen to team members, give support, help resolve problems. | | | |
| Be friendly and show respect and understanding for others. | | | |
| Clearly and calmly present the facts and arguments as I see them. | | | |
| Show empathy. Put myself in someone else's shoes. Understand another person's point of view – why they think and act the way they do. | | | |
| Assert myself in a positive way. Stand up for my ideas. | | | |
| | | | |
| | | | |

| Continuous Learning | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Identify new skills that I'm keen to learn and use. | | | |
| Look for and take part in new challenges and experiences. | | | |
| Share my skills and knowledge with others. | | | |
| Understand that it's important for me to keep learning new things throughout my whole life. | | | |
| Assess my own knowledge and skills accurately. | | | |
| Set well-defined and realistic goals for learning, and monitor my progress. | | | |
| Work hard and learn to do things really well. | | | |
| | | | |
| | | | |



12: Increase Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 'Assess Your Essential Skills.'

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



Increase Your Essential Skills Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills.' Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

2. Look again at your responses. Write down three skills that you most want to improve.

3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other _____
- ☐ Other _____

Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use email, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other _____
- ☐ Other _____

Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write stories, poems, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other _____
- ☐ Other _____

Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other _____
- ☐ Other _____

Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and how to get somewhere.
- ☐ Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other _____
- ☐ Other _____

Oral Communication

- ☐ Tell stories; listen carefully to others' stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other _____
- ☐ Other _____

Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and genders and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
Understand another person's point of view – why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other _____
- ☐ Other _____

Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other _____
- ☐ Other _____

Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
- ☐ Look for and take part in new challenges and experiences.
- ☐ Share my skills and knowledge with others.
- ☐ Understand that it's important for me to keep learning new things throughout my life.
- ☐ Assess my own knowledge and skills honestly.
- ☐ Set well-defined and realistic goals for learning, and monitor my progress.
- ☐ Work hard and learn to do things really well.
- ☐ Other _____
- ☐ Other _____

4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
 - ☐ Where do I want to be? What is a goal that I can achieve?
 - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
 - ☐ How do I get what I need? What actions can I take? How much time do I need?
 - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

Resources

Essential Skills, Human Resources and Skills Development Canada

<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy

Council <http://www.nwt.literacy.ca/adultlit.htm>

Registered Nurses Association of Northwest Territories and Nunavut (RNANT/NU). The purpose of the Association is to register nurses for practice in the NWT and Nunavut, and to promote the standards of nursing practice and education. The Association deals with issues such as registration, professional conduct, education, and nursing practice.

<http://www.rnantnu.ca/HOME/tabid/149/Default.aspx>

- 2007 Workforce Profile of Registered Nurses in Canada.

Aboriginal Nurses Association of Canada

- “Following the Spirit of Courageous Leaders – Profiles of Aboriginal Nurses”
<http://www.anac.on.ca/Documents/ANAC%20Nurse%20Profiles2011.pdf>
- Fact Sheet
<http://www.anac.on.ca/Documents/Nursing%20Fact%20Sheet%20Final.pdf>
- “Cultural Competency and Cultural Safety – Curriculum for Aboriginal Peoples”
<http://www.anac.on.ca/Documents/Cultural%20Competency%20and%20Cultural%20Safety.pdf>

NWT Human Rights Commission <http://nwthumanrights.ca/>

- Know Your Rights booklet <http://nwthumanrights.ca/wp-content/uploads/2010/03/Know-Your-Rights1.pdf>

Links to online self-assessment sites.

<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineselfassess.htm>

The Career Key and 'The Foundation Job Skills'

http://www.careerkey.org/asp/career_development/foundation_skills.html

TOWES: Test of Workplace Essential Skills.

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.

Essential Skills at Work in the North

Study Guide



Starting A Business

Starting a Business

Essential Skills at Work in the North

Introduction

The learning activities in this study guide help learners explore ideas and information about essential skills, the job featured in the story, and topics that emerge from the story.

There are 12 learning activities. The study guide includes instructor notes and learner handouts for each activity. Learners use one or more essential skills for each activity. See the list of activities below. And check out the Resources section after the last learning activity.

The study guide includes the text for the Starting a Business story or you can listen to it online. It is part of the online tool **Essential Skills at Work in the North**. Look for the link on the NWT Literacy Council homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Starting a Business story from the online tool.



Shows instructor notes for each learning activity, including the main three essential skills that learners use during the activity



Shows learner handouts for each activity. Copy enough handouts before you start the activity.

Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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Starting a Business Story Text

Essential Skills at Work in the North

Have you ever dreamed of being your own boss? Or of starting your own business? Many northerners have created jobs for themselves by doing things they enjoy and are good at.

Take Kristen Gagnon for example. Kristen started selling her handcrafted soaps at farmers' markets and craft sales. Word about her soaps spread around town and now six of her handmade soaps are for sale at Sutherlands Drugs.



Soaps called 66 Degrees of North, Cabin Fever, Midnight Sun, Polar Nights, and Where the Northern Folk Rock show how Kristen has created an attractive product. And selling her products at an existing retail outlet leaves Kristen free from having to run her own store.

Kristen's handmade soap company Sassy now has its own web site and Kristen is learning the many skills required to operate a small business. She is offering a product that will appeal both to NWT residents and to visitors coming to the NWT.

Many businesses offer products or services to both residents and visitors. Visitor statistics show that non-resident travellers visiting the NWT contribute more than \$100 million to our economy every year.



This means there are opportunities for people to create jobs for themselves:

- Showing visitors the many natural wonders of the NWT.
- Introducing visitors and locals to traditional wisdom, music, food or art.
- Making and selling things like traditional clothing, paintings, carvings, or furniture.
- Providing personal services such as massage and other therapies.
- Meeting other emerging needs, like ecotourism for example.

You can get help

The NWT Department of Industry, Tourism, and Investment has offices in Yellowknife and in five regional centres across the territory. More than 200 people a year visit just the Yellowknife office.

I asked Jeff Hollett, a Business Loan and Grant Specialist, how people should go about starting a business.

Jeff: If you're brand new to business and you don't know where to start there are a number of different agencies and groups that exist to help. But a good place to start, for sure, is with a regional office of Industry, Tourism, and Investment. Call up the office or drop in.

The regional offices of Industry, Tourism, and Investment are located in Yellowknife, Fort Simpson, Fort Smith, Inuvik, and Norman Wells. And there's an area sub-office in Behchoko.

Jeff has other very good advice for anyone who is thinking of starting a business.

Example business

Jeff: A home based business like a commercial artist is a common type of business that we deal with here. It's fairly straightforward and easy for them to start up. You basically need to apply for a business licence. If it's home based, I think that's around \$250 now. You apply to your municipality for that. A couple of weeks and a brief form to fill out and you get your business licence.

You need to look at what tools and supplies you need to operate with. If you've been doing art as a hobby you may even have a number of those things. So you may or may not need much along those lines, but that's something you'd certainly have to consider.

You need to also think about who you're going to sell to and how you're going to sell. And as an artist there's a number of common options there. You can sell to a gallery or a retailer or you could sell just directly to individuals or at trade shows and whatnot, so a number of options for selling that you'd look at.

And then you would just keep track of your revenue and expenses throughout the year and at the end of the year report that to Revenue Canada. There's a form that you attach to your normal income tax return that reports your revenue, expenses, and profit and that's pretty much it. You're then in business and doing a commercial artist's business.

Developing essential skills as you go

Jeff: You pick up a lot of good skills and a lot of good habits. You learn work ethic, you learn how to work with people, you learn things about marketing. You may learn things about record keeping and bookkeeping. A whole lot of skills that you experience when you're in your own business are transferable to

other workplaces or other types of businesses. Sometimes people move on to other types of businesses later on as well.

The thing with business is you may not need a whole pile of formal training or an extensive background in something to actually start it. And that is the case with many business start-ups. You have some knowledge or some passion for what you want to do and you start the business. But really that's the beginning of the learning experience for business. What you see is people go through a steep learning curve and learn lots of things, especially in the first number of years.

They learn by interacting with their customers. They learn marketing things from dealing with their customers. They learn people skills that way. They learn from interacting with other business people. They may become part of a business association and learn from workshops and other professional development things offered that way. It's a continual learning experience in business and from that the successful business people improve their business on an ongoing basis as they learn things over the years.

Getting financial help: Grants

Jeff: We get a lot of commercial artists come in and we have one grant program specifically geared toward commercial artists – a small \$5000 grant to help with tools and supplies to start up, or expand. That's open to artists whether they're just starting out or whether they're already in business.

This is a loan or a grant?

Jeff: That's actually a grant. We actually refer to them as contributions – is the technical name. But a contribution is basically like a grant. It's not intended to be repayable. There may

be a couple of conditions like we'd ask most recipients to report how they spent the money, show us what they spent the money on, to make sure it was spent according to the way it was approved. And as long as they do that it's not repayable.

You can download a fact sheet about the funding you might get through the SEED program from the Industry, Tourism, and Investment website

<http://www.iti.gov.nt.ca/business-economic-development/seed.shtml> .

Qualities you need for business

Jeff: I've worked in this field for 20 years now and some of the best qualities for business are people that are self-motivated, have a passion for what the type of business that they're in or they want to be in, and have an ability to work good with customers and other people.

So if you've got some of those aptitudes – those are some of the best qualities to have and those are things that are within you as opposed to things you've learned really through a training program.

So often some of the most successful business people are people that don't have any formal business related training at all.

Developing a business plan

Jeff: When you're just starting out you should have a business plan of some form. If it's a fairly simple, straightforward, small business, the plan can be very brief. Like a commercial artist who's just starting out – we wouldn't require a very extensive plan from them. We would require a little bit of information.

We would require an itemized budget. We would look at a sample of their work and we may look for things like some letters of reference or letters from people in the industry to vouch for the quality of their work – that it is of commercial quality. So a few things along those lines for a small simple business like a commercial art business.

But then if you're looking at something more substantial – larger funding, a more complex business – then we would look for a more substantial business plan from them.

Being online

Jeff: Online selling and having a web presence nowadays is becoming almost an essential part of business. There are still exceptions – there are businesses that don't need a website and don't need to spend a lot of time online. But more and more businesses are using websites and other web applications to help out their businesses. A lot of people are selling online – accessing new markets that way.

So more and more, it's becoming almost a standard part of a business start-up these days.

Success rate

Jeff: Well, business is a tough field in general. I was just reviewing some of the stats this morning on how long businesses survive. If you go out five years after starting up – if we're looking at small businesses, I think less than half are still operating five years out. And if you go out ten years, less than 20% are still operating.

So it is tough – there's lots of challenges. Some will actually fail. They may have loans or whatnot that they can't pay back. But what happens sometimes is people do it and they find out the hours are long, and what's left for them at the end of the day may not be that great. And after doing it for a while they just decide to do something else. So it is tough.

However, the people that do well in it and the people that stick with it, find it really rewarding. It can be really thrilling to have someone buy a product or service that you produce. And people like being their own boss. There's basically lots of rewards for being in business and a lot of people really, really love it. But to be honest, there are lots of challenges and it's not for everyone.

Good publications

Jeff: There's a number of good publications to help people with their business ideas. One good general one is called "How to Start a Business in the NWT". And that has a raft of good information for someone who is considering starting a business.

It will tell you some business basics. It will tell you things about licensing, where to register, and other regulatory issues. And it will tell you a bit about funding programs as well.

Essential Skills for Small Business Owners

In today's world there are some skills we need for any job, and operating a small business is no exception. Here are some of the ways small business owners use the essential skills.

Reading

Small business owners read to keep up-to-date on the business they are in. They may also need to read practical things like:

- Letters from customers.
- Office leases and insurance contracts.
- Labels and directions on products, or manuals for equipment they use in their work.
- Information on government requirements such as building permits, employment standards, and taxes.

Oral Communication

Listening and speaking play a very important role in running a successful business. For example, in persuading people to purchase products or services, negotiating with suppliers or subcontractors, and interacting with customers.

Numeracy

Financial management is an important part of running a successful business. For example, small business owners need to:

- Prepare budgets to keep a balance between their revenues and their expenses.

- Make estimates by calculating the materials and time they need to complete their projects.
- Prepare invoices (including calculating taxes and discounts).
- Take payments and make change.
- Keep financial records needed for tax returns.

Although these tasks can be done with pen and paper, these days most business owners use calculators and computers for this part of their work.

Document Use

Small business owners need to read and fill out forms such as purchase orders, expense sheets, and government tax returns. Depending on the business, they might need to interpret information on graphs or charts, or use maps and driving directions.

Computer Use/Digital Literacy

Small business owners often use computer programs such as financial, database, communications, and word processing software to:

- Manage schedules, budgets, inventories, estimates, orders, and cash flow.
- Stay in touch with customers and suppliers using email, Facebook, or Skype.
- Write business letters, reports, or advertising materials.

Thinking

Experts consider these thinking skills to be crucial to the success of small business owners.

- **Job planning:** Small business owners set their own priorities and organize their work plan as needed to meet their obligations. They may also need to coordinate their work with others, such as employees or suppliers.
- **Decision making:** Small business owners need to make decisions about what to do and how to do it – for example, about advertising, spending, or hiring extra staff.
- **Problem solving:** As much as possible, small business owners try to prevent problems through good planning, quality control, and good relationships. But when there are problems – such as angry or difficult customers, falling sales, or other crises – ‘the buck stops here.’
- **Use of memory:** Small business owners need to remember things like: appointments and delivery schedules, prices of their products or services, names and faces of their customers, and how to fill out government tax forms. The bottom line is they have to remember where to look for information when they need it.
- **Finding information:** Small business owners may find information they need to run the business and keep up-to-date on knowledge in their field by reading, using the Internet, or asking other people.

Working with Others

Although small business operators may work alone some of the time, they may also need to cooperate with others such as suppliers, partners, employees, or customers.

Writing

Small business owners may use a day timer to write down their to-do lists and keep records of their contacts and activities. They may also write things like letters to customers or business contacts, or brochures to advertise their business.

Continuous Learning

In today's fast-changing world, continuous learning is becoming more and more important for small business owners. For example, they may need to upgrade their financial or computer skills, or improve their knowledge of new technologies and other developments in their field. They build their knowledge and skills on the job by reading and using the Internet, by taking courses, or by speaking with others.



1: Business Vocabulary

Instructor Notes

Essential skills: reading, thinking, working with others

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Business vocabulary

Learners explore the meaning of some words in relation to how business people know and use them. They read sentences based on the story text and use the sentence context to understand the bold words. Each sentence contains one or more bold words.

Ask learners to work in pairs to match each bold word with the correct meaning in the table on the handout.



Business Vocabulary Handout 1

Read each sentence. Pay attention to the bold word and use the context of the sentence to understand what it means.

Work in pairs to match each bold word with the correct meaning in the table below.

1. New businesses offer **products** or **services** to NWT residents and visitors.
2. There are opportunities for people to create jobs for themselves and meet emerging needs such as **ecotourism**.
3. You need to apply for a **business licence**.
4. You attach a form to your normal income tax return to report your **revenue**, **expenses**, and **profit** to **Revenue Canada**.
5. You learn things about **marketing** and **bookkeeping**.
6. Many skills that you learn in a business are **transferable** to other workplaces or other types of businesses.
7. A **contribution** is like a **grant**, not a **loan**.
8. To start a business it's a good idea to have a **business plan** of some form, including a **budget**.
9. Have you ever dreamed of being **your own boss**?

Work in pairs to match each bold word or group of words with the correct definition in the table below. Use each word/group of words only once. Read the sentence again and check in the dictionary if needed.

- | | | |
|---|---|--|
| <input type="checkbox"/> products | <input type="checkbox"/> services | <input type="checkbox"/> ecotourism |
| <input type="checkbox"/> business licence | <input type="checkbox"/> revenue | <input type="checkbox"/> expenses |
| <input type="checkbox"/> profit | <input type="checkbox"/> Revenue Canada | <input type="checkbox"/> marketing |
| <input type="checkbox"/> bookkeeping | <input type="checkbox"/> transferable | <input type="checkbox"/> contribution |
| <input type="checkbox"/> grant | <input type="checkbox"/> loan | <input type="checkbox"/> business plan |
| <input type="checkbox"/> budget | <input type="checkbox"/> your own boss | |

| Word | Meaning |
|------|---|
| | Goods that a business may sell, such as clothing, carvings, or furniture |
| | Money you borrow from a bank or other agency that you pay back, usually with interest |
| | Income |
| | Costs |
| | Advertising, promotion, selling |

| Word | Meaning |
|------|--|
| | Money you get that you don't have to pay back |
| | Income left over after you pay all the expenses |
| | Government uses this word to mean a grant |
| | Estimate of expenses and revenues for a certain time period |
| | Accounting – a record of actual income and expenses |
| | Useful in other settings, movable, exchangeable |
| | Travel to unspoiled, natural places, disturbing the environment as little as possible |
| | Skills, knowledge or experience (rather than a physical product) that a business sells |

| Word | Meaning |
|------|--|
| | A document that states a person's goals for their business and how to reach them |
| | A permit that you get from government to carry out a business |
| | Government agency that manages tax laws for federal and territorial governments |
| | Self-employed |



2: Essential Skills Vocabulary

Instructor Notes

Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Essential skills vocabulary

Ask learners to brainstorm how business people use each essential skill.

Ask them to write down one thing for each essential skill.



Essential Skills Vocabulary Handout 2

Use the story text or your common sense to identify how business people use each essential skill. Brainstorm ideas. Write down one idea for each essential skill. Check back with the story text if needed.

- Reading

- Oral communication

- Working with others

- Numeracy

- Document use

- Computer use/Digital literacy

- Thinking

- Writing

- Continuous learning

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



3: Story Questions

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Story questions

Learners answer questions about the Starting a Business story.



Story Questions Handout 3

Answer the questions below about the Starting a Business story. Check back to the text of the story if needed.

1. Jeff notes that many successful business people don't have any formal education. But he names some important qualities that people need. Write down three of these qualities.

2. What is Jeff's opinion about online selling or having a business presence on the web?

3. Jeff talks about the success rate of businesses. What does he say about the number of businesses still operating after five years? What about after 10 years?

4. Jeff talks about the challenges of being in business. What are two reasons he gives why people may fail at business?

5. Jeff also talks about the rewards of being in business. What are two common rewards people in business may experience?

6. Give two examples of products that a business may sell.

7. Give two examples of services that a business may sell.

8. Name five places that have Industry, Tourism, and Investment offices.



4: Reflections – Discussion / Journal Writing

Instructor Notes

Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Reflections – discussion / journal writing

Ask learners to reflect on the story. Use the questions below – or make up your own questions – to guide a discussion about the story.

Following the discussion you may ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way.

- Did you find this story interesting? Why or why not?
- If you wanted to start a business, would you visit a government office to get help? Why or why not?
- What do you think is the best thing about starting a business and being self-employed?
- What do you think is the most challenging thing about starting a business and being self-employed?
- What businesses in your community are important to you? How do you feel about them? Why do you feel that way?
- What kind of business do you think people in your community need? Why?



Reflections – Discussion / Journal Writing Handout 4

Use these questions to guide a group discussion and your journal writing. Did the discussion add to your thoughts or change them in any way?

- Did you find this story interesting? Why or why not?
- If you wanted to start a business, would you visit a government office to get help? Why or why not?
- What do you think is the best thing about starting a business and being self-employed?
- What do you think is the most challenging thing about starting a business and being self-employed?
- What businesses in your community are important to you? How do you feel about them? Why do you feel that way?
- What kind of business do you think people in your community need? Why?



5: Personal Budget

Instructor Notes

Essential skills: numeracy, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Personal budget

Learners fill out a personal budget. Encourage them to use their common sense and make up numbers if they don't have exact figures. Discuss what a 'reasonable' amount might be for each item.

Work as a group or ask learners to work in pairs to fill out the budget if that's more appropriate than each learner working on their own.

Budget and finances are a large part of small business/self-employment. Learners can use this experience with a personal budget – something more familiar – to help learn about business budget and finances.



Personal Budget Handout 5

Fill out the personal budget. If you don't have exact numbers, use your common sense and make them up.

The budget has three sections:

- Monthly household expenses: shows how much money you spend each month.
- Monthly household income: shows how much money you bring in each month.
- Comparing income and expenses: shows the difference between total income and total expenses. Income may be more than expenses, less than expenses, or the same.

IMPORTANT NOTES:

- This is a monthly budget – an estimate of how much you spend and earn in one month.
- Some expense items don't come up every month. Examples include a driver's licence, house taxes or insurance or car insurance. With these expenses you probably make one payment per year, or make a payment every three to four months. For these items you need to calculate the monthly cost. To do this, divide the total cost by 12. Example: I pay \$600 per year for car insurance. $\$600 \div 12 = \50 . So you put \$50 in the amount column beside car insurance.
- You may have no income or expenses for some items listed in the budget. Write '0' in the amount column for those items.

| Monthly Household Expenses | | |
|----------------------------|---|------------------|
| Items | | Amount per month |
| Housing | Mortgage and/or rent | |
| | Repairs (1/12 of total) | |
| | Municipal taxes (1/12 of total) | |
| | Insurance for house and/or contents (1/12 of total) | |
| Utilities | Heat | |
| | Electricity | |
| | Water and sewer | |
| | Phone, Internet, TV | |
| Transport | Car payments | |
| | Gas, oil, repairs | |
| | Insurance and licences | |
| | Public transport; taxis; air travel; parking; and other transport costs | |
| | Subtotal page 1: Add this page. Copy the number in the correct place on the last page of the budget. | |

| Monthly Household Expenses | | |
|------------------------------------|---|------------------|
| | Items | Amount per month |
| Food, clothing, personal wellbeing | Groceries – food and cleaning supplies | |
| | Clothing | |
| | Prescription medication | |
| | Massage or other therapies | |
| | Sports and recreation | |
| | Haircuts, makeup | |
| | Eating out | |
| | Hunting, fishing, harvesting | |
| Other personal and family expenses | Child or elder care | |
| | Child and/or spousal support | |
| | School or tuition fees | |
| | Pet food and care (vet, grooming, etc.) | |
| | Hobbies, reading, music | |
| | Other: | |
| | Other: | |
| | Subtotal page 2: Add this page. Copy the number in the correct place on the last page of the budget. | |

| Monthly Household Expenses | | |
|----------------------------|---|------------------|
| Items | | Amount per month |
| Insurance | Life insurance | |
| | Health insurance | |
| | Disability insurance | |
| | Other (NOT car or house insurance): | |
| Debt | Debt: credit cards, student loans, other loans (NOT car or mortgage payments) | |
| Other | | |
| | Subtotal page 3 | |
| | Subtotal page 2 | |
| | Subtotal page 1 | |
| | Total: Add the subtotals from page 3, page 2, and page 1. | |

| Monthly Household Income | |
|--|--------|
| Source | Amount |
| Wages | |
| Self-employed earnings | |
| Social assistance or other government payments | |
| Child or spousal support payments | |
| Other | |
| Total income | |

| Comparing Monthly Expenses with Monthly Income | |
|---|--|
| Total income | |
| Total expenses | |
| Difference between total income and total expenses (subtract expenses from income). | |

What happens if total expenses are more than total income?

What happens if total income is more than total expenses?



6: NWT Small Business Success Stories

Instructor Notes

Essential skills: reading, thinking, working with others, writing, oral communication, computer use

At the end of each activity, discuss the essential skills that learners used to complete the activity.

NWT business success stories

Learners explore some things about some small business success stories in the NWT. They can use the information in the handout or go online.

Ask learners to work in pairs to answer the questions, and then report back to the group about what they discovered about the business that they studied.

To cover as many stories as possible you may choose to put the name of each business in a bowl or hat and have each pair of learners draw a name.



NWT Small Business Success Stories Handout 6

Use the information in the handout or go online to learn about a small business success story.

The handout has information about five small business success stories:

- Erasmus Apparel, Yellowknife
- Bella Dance Academy, Yellowknife
- Yellowknife Glass Recyclers Co-operative and Old Town Glassworks, Yellowknife
- True North Safaris, Yellowknife and Mackay Lake
- Deh Cho Suites, Fort Simpson

Work in pairs. Choose one of the small business success stories to focus on. Brainstorm and answer the questions below. After you complete the questions report back to the group about what you discovered about this small business.

Questions

1. Who owns the business? How many people are involved as owners?

2. Does the business provide jobs for other people? If yes, what kind of jobs? If no, why not?

3. What does the business produce and sell? Is it a product or a service?

4. What is the vision of the business? What do they promise their customers?

5. Who are the customers?

6. What is the main message the business uses to attract customers?

7. How / where does the business sell its product or service?

8. Can customers buy things online?

NWT Small Business Success Stories

Erasmus Apparel¹

Sarah Erasmus used to sell her original design T-shirts out of her car. Now she and her business partners Shannon and Warren McLeod produce and sell from their workshop in Kam Lake in Yellowknife. They also sell out of the Quilted Raven and online.

This 100% Aboriginal owned company specializes in screen-printing. They print items for clients to promote their brand or event, and their own popular designs on clothing items. The manual screen printing press arrived in May 2011 and has run non-stop ever since.



One of Sarah's first jobs was printing T-shirts for the popular band The Dawgwoods. Other clients include Det'on Cho Corporation, Ryfan Electric, The Nexus Group, Tli Cho Logistics, City of Yellowknife, Aurora College, Basketball NWT, three uniform contracts for Sir John Franklin High School, and contracts with her own former high school, St. Pats.

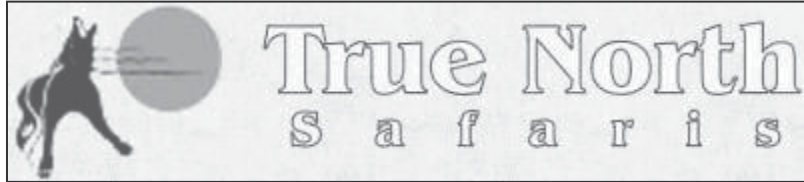
Established in January 2011, Erasmus Apparel uses their design and production capabilities to work with their client's vision. They develop and produce custom designed apparel with quick turnaround times and prices that their competitors are unable to match.

¹ Source: Northern News Services story by Thandie Vela, Oct. 19, 2011 Yellowknife. <http://www.erasmusapparel.com/>

NWT Small Business Success Stories

True North Safaris¹

Gary Jaeb arrived in the NWT as a high school teacher in



1971. He started True North Safaris in 1983. Their outfitting services operate from Yellowknife and at Mackay Lake in the central barren lands, northeast of Yellowknife. They offer:

- Professionally guided hunting safaris.
- Fishing expeditions by the hour, day or week.
- Aurora and ice road tours.
- Photo safaris and other unique northern adventures, such as the annual Bathurst caribou migration.

True North Safaris appeals to people who want to experience the Central Arctic's unchanged wilderness, visit the land of the midnight sun, see aurora borealis, and travel to the barren lands.

True North Safaris makes about \$800,000 a year gross income. They employ three full-time staff people and another 10 during the season. They maintain their facilities and equipment, including more than 20 boats.

¹ Source: <http://www.truenorthsafaris.com/>

NWT Small Business Success Stories

Old Town Glassworks / Yellowknife Glass Recyclers Co-op¹

Yellowknife Glass Recyclers makes useable and decorative glassware



from recycled wine and other bottles. They are dedicated to transforming recycled bottles into beautiful glassware. The glassware features sandblasted local artists' patterns that reflect the north's unique ecology and environment.

Matthew Grogono started the business in 1994 to show that he could create a business from recycled bottles. He devised a unique process to cut the bottles, grind rims, and polish them into smooth, beautiful glassware. Since then the business has developed a diverse line of products: drinking glasses, vases, bowls, and candleholders of various sizes and colours. July 2006 the business changed its structure to an employee-owned cooperative.

Yellowknife Glass Recyclers Co-operative sells glassware at their Old Town location in Yellowknife, and in many art galleries and gift stores in the NWT and across Canada. They also produce glassware for corporate clients to promote a name or event and offer glass-making workshops. They estimate that since 1994 they have recycled and transformed over 100,000 bottles.

¹ Source: <http://www.ygr.coop/>

NWT Small Business Success Stories

Deh Cho Suites¹

Since 2005 Kirby and Wendy Groat have provided



accommodation for visitors to Fort Simpson at the Deh Cho Suites.

In 2004 the Groats saw a need and acted on it. They got a loan from Business Development and Investment Corporation (BDIC) and converted a trailer into a motel, with high quality furnishings and modern conveniences.

Word quickly spread about the up-to-date accommodations and good customer service. In 2005 the Groats got a second loan to expand the motel. They outfitted each room with DSL Internet, satellite TV, phone, refrigerator, private bath or shower, and access to laundry, full kitchen, and barbeque.

Today they offer short-term accommodations for up to 14 guests in seven rooms that range from a luxury one-bedroom suite to a more relaxed room in their three-bedroom unit. The Groats welcome an array of guests all year round: government employees, tourists, and people from neighbouring communities. They offer great customer service and do all they can to ensure that everyone has a relaxing stay.

¹ Source: <http://www.dehcho.net/>

NWT Small Business Success Stories

Bella Dance Academy¹

Lina Ball took her passion for dance and built it into a thriving business. Bella Dance Academy offers ballet, tap, jazz, modern, musical theatre, acting classes, hip-hop, ballroom, kindermusik, and salsa babies. Students are all ages and skill levels.



In the first year (2004) 120 students signed up for 25 classes and Lina taught them all herself. In the second year, Lina added four instructors, and the numbers of students and classes just kept growing. In 2008 they moved to a new location with two studios in one building – space for 35 classes, more than 300 students, and six instructors plus Lina.

Now (2012) Bella Dance Academy has two locations and offers 60 classes per week, with 14 instructors who are all experienced in the area of dance they teach. Most of the dance programs run from September to the end of May and finish with a performance in the annual recital. They also offer workshop classes in 6 to 15 week sessions.

Bella Dance Academy is committed to provide a unique, quality dance program in a warm environment that fosters self-esteem, discipline, teamwork, and positive influence. Students participate for recreation, self-expression, or with dreams of pursuing a career in dance.

In 2008 Lina won Business Development Canada's Young Entrepreneur of the Year Award for the NWT.

¹ Source: <http://www.belladance.ca/yk/>



7: Business Revenue and Expenses

Instructor Notes

Essential skills: numeracy, thinking, document use, reading, writing, computer use/digital literacy (calculators)

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Business revenue and expenses

Learners explore some basic concepts associated with business revenue and expenses:

- Gross revenue and net revenue
- Expenses and net revenue as a % of gross revenue
- Some regional factors that affect revenue and expenses

The handout includes two tables with some information about average revenue and expenses for four types of small and medium businesses in the NWT and Yukon:

- Accommodation and food
- Construction
- Retail trade
- Transportation general

The information in the tables comes from a document on the website of the Department of Industry, Tourism, and Investment, Government of the NWT: “Small Business Profiles 2011”. The document defines small and medium businesses as having sales under \$5 million per year. This excludes most national retail chains such as Canadian Tire, Walmart, or large grocery chains.

1. Work together as a group to complete the table on the handout (see answers in the table below). Encourage each learner to use a calculator to find the answers, and compare them. If needed, discuss with learners what calculation to make to produce the information. In the handout the table is blank for:
 - Net revenue
 - Expenses as a percent of gross revenue
 - Net revenue as a percent of gross revenue
2. Ask learners to use the information from the table to answer the questions. Do this as a whole group, in pairs or small groups, or as individuals – whatever works best for your group.
3. Discuss the answers.

| Revenue and Expenses for Four Types of Business NWT and Yukon | | | | | |
|--|-----------------------------------|---------------------------|--------------|--------------|----------------------|
| Average of all businesses | | Type of Business | | | |
| | | Accommodation and food | Construction | Retail trade | Transport general |
| NWT | Gross Revenue | \$771,200 | \$647,700 | \$1,018,000 | \$386,000 |
| | Total expenses | \$739,400 | \$597,000 | \$957,000 | \$365,600 |
| | Net Revenue | \$31,800 | \$50,700 | \$61,000 | \$20,400 |
| | Expenses as % of Gross Revenue | 96% | 92% | 94% | 95% |
| | Net Revenue as % Gross Revenue | 4% | 8% | 6% | 5% |
| Yukon | Gross Revenue | \$633,800 | \$379,000 | \$872,600 | \$403,600 |
| | Total expenses | \$606,900 | \$323,700 | \$838,300 | \$371,700 |
| | Net Revenue | \$26,900 | \$55,300 | \$34,300 | \$31,900 |
| | Expenses as % of Gross Revenue | 96% | 85% | 96% | 92% |
| | Net Revenue as % Gross Revenue | 4% | 15% | 4% | 8% |



Business Revenue and Expenses

Handout 7

Complete the table as a group. Calculate the missing numbers:

- Net revenue
- Expenses as a percent of gross revenue
- Net revenue as a percent of gross revenue

Use the information in the two tables in the handout to answer the questions about revenue, expenses, and some factors that affect the balance between them. The tables compare information about small businesses in the NWT and Yukon.

The information comes from a document called “Small Business Profiles 2011” from the website of the Department of Industry, Tourism, and Investment, Government of the NWT.

Questions

1. What is gross revenue?

2. What is net revenue? How do you calculate this?

3. What are total expenses?

4. What type of business has the highest net revenue as a percent of gross revenue, for the NWT and Yukon?

NWT _____

Yukon _____

5. What type of business has the lowest net revenue as a percent of gross revenue, for the NWT and Yukon?

NWT _____

Yukon _____

6. How do average hourly wages compare between the NWT and Yukon? Why is this important for business?

NWT _____

Yukon _____

7. How do electricity rates compare between the NWT and Yukon?
Why is this important for business?

NWT _____

Yukon _____

8. The small business income tax rate is the same for the NWT and Yukon, but the income threshold is different. What does this mean? Why is this important?

| Revenue and Expenses for Four Types of Business NWT and Yukon | | | | | |
|--|-----------------------------------|---------------------------|--------------|--------------|----------------------|
| Average of all businesses | | Type of Business | | | |
| | | Accommodation and food | Construction | Retail trade | Transport general |
| NWT | Gross Revenue | \$771,200 | \$647,700 | \$1,018,000 | \$386,000 |
| | Total expenses | \$739,400 | \$597,000 | \$957,000 | \$365,600 |
| | Net Revenue | | | | |
| | Expenses as % of Gross Revenue | | | | |
| | Net Revenue as % Gross Revenue | | | | |
| Yukon | Gross Revenue | \$633,800 | \$379,000 | \$872,600 | \$403,600 |
| | Total expenses | \$606,900 | \$323,700 | \$838,300 | \$371,700 |
| | Net Revenue | | | | |
| | Expenses as % of Gross Revenue | | | | |
| | Net Revenue as % Gross Revenue | | | | |

| Important factors affect revenue and expenses | | |
|---|--|--------------------------------------|
| | NWT | Yukon |
| Average hourly wages 2008 | \$24.86 | \$20.85 |
| Rates for hydro electricity (\$ per kWh) | \$0.208 | \$0.092 |
| Fuel – gasoline (\$ per litre) | \$1.129 | \$1.151 |
| Fuel – diesel auto (\$ per litre) | \$1.117 | \$1.187 |
| Heating | 18% higher costs to heat a building in Yellowknife than in Whitehorse. | |
| Small business corporate income tax | 4% Income threshold: \$500,000 | 4% Income threshold: \$400,000 |
| PST/GST / HST | No PST or HST 5% GST | |



8: Envision a Business Idea

Instructor Notes

Essential skills: thinking, working with others, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Envision a business idea

Learners envision a business idea they think might work in their community. The next activity (Business Plan Basics) builds on the relationship and ideas that learners develop here.

1. Brainstorm with learners some business ideas that might work in their community.
 - Introduce the brainstorm with the following: the 'Starting a Business' story says that there are many business opportunities in the NWT, such as:
 - ✓ Showing visitors the many natural wonders of the NWT, such as northern lights, fishing, or hunting.
 - ✓ Introducing visitors and locals to traditional wisdom, music, food, and/or art.
 - ✓ Making and selling things such as clothing, paintings, carvings, or furniture.
 - ✓ Providing a personal service such as massage or other therapies.
 - ✓ Meeting other emerging needs such as for ecotourism.

- Then ask:
 - ✓ What business opportunities can you envision for your community?
 - ✓ What talents or passions do you or someone you know have that could develop into a business?
 - ✓ Can you think of a hobby someone has that could turn into a business?
 - Write down all the ideas. Encourage learners to be creative and not judge – all ideas are good ideas.
2. Ask learners to work in pairs and choose one business idea from the list to develop. Encourage each pair to develop a different idea. Learners use the following outline (from the handout) to develop their business idea.
- What is your business idea? Do you sell a product or service? What is it?
 - What is the overall vision of your business? This is a broad statement of why you think this is a good idea, why the business should exist.
 - Think of a name for your business.
3. Ask learners to share their business idea with the group.



Envision a Business Idea

Handout 8

1. Brainstorm some business ideas that might work in your community. Be creative. All ideas are good ideas.
 - What business opportunities can you envision for your community?
 - What talents or passions do you or someone you know have that could develop into a business?
 - Can you think of a hobby someone has that could turn into a business?

2. Work in pairs. Choose one business idea from the brainstorm list to develop. Use the following questions to start to define your business idea:
 - What is your business idea? Are you selling a product or a service? What is it?
 - What is the overall vision of your business? This is a broad statement of why you think this is a good idea, why the business should exist.
 - Think of a name for your business.

3. Share your business idea with the group.



9: Business Plan Basics

Instructor Notes

Essential skills: thinking, numeracy, document use, writing, working with others

At the end of each activity, discuss the essential skills that learners used to complete the activity.

Business plan basics

Learners build on their work in the previous activity “Envision a Business.” Ask learners to work in the same pairs or small groups they did for that activity.

Learners use the outline in the handout to complete a business plan for their business idea. Encourage learners to use their imagination and common sense to create and complete the basics of a business plan. This is a creative activity.



Business Plan Basics

Handout 9

Build a simple business plan for the business you envisioned in Activity 8. Use the questions below to build your business plan.

A business plan tells you where you want the business to go and how you plan to get there.

1. What is the name of your business?

2. What are you selling? Is it a product or a service?

3. What is the vision of the business? What do you promise your customers?

4. Who is in charge? Who makes the business decisions? Is it one person, a partnership, or a group?

5. Who are your customers?

6. What facilities does your business need, if any?

7. What equipment and supplies does your business need, if any?

8. What workers does your business need, if any?

9. Where do you plan to sell your product or service - at an existing outlet or your own, or both? Do you plan to use the Internet?

10. How will you advertise your product or service? How will you reach your customers? How will you encourage people to buy your product or service?

11. What do you want to achieve in the first year? What do you plan to sell and for how much?

12. Develop a budget. List the annual expenses you expect during the first year. Fill in the table below.

- To identify the expenses look back at your answers to questions about facilities, equipment and supplies, and workers.
- Look back at your personal budget (Activity 5) for ideas about the expenses that a business may have in common with a personal budget.
- Note that this is expenses for one year, as opposed to the monthly expenses of your personal budget.

| Expected Annual Business Expenses | |
|--|--------|
| Items | Amount |
| Rent | |
| Utilities: heat, electricity, water, sewer, etc. | |
| Phone, Internet | |
| Wages and benefits (for workers) | |
| Business licence; professional fees | |
| Insurance | |
| Advertising | |
| Equipment and supplies | |
| Other (describe): | |
| Other (describe): | |
| Other (describe): | |
| Other (describe): | |
| Total expenses | |

13. List the revenue you expect during the first year. Give some details about the sources of revenue.
- How much revenue do you expect to make from selling your product or service? Show details – how much you plan to charge for each item, how many items you plan to sell.
 - Do you want to apply for government funding? If yes how much and from what program? See the information below about SEED or find it on the Industry, Tourism and Investment website
<http://www.itl.gov.nt.ca/businessesconomicdevelopment/seed.shtml>

| Expected Annual Business Gross Revenue | |
|--|--------|
| Source | Amount |
| Sales (give details): | |
| Loans or grants (give details): | |
| Other (give details): | |
| Gross Revenue | |

14. List the expected total annual expenses and the total expected annual revenue together, and calculate the difference.

| Comparing Expected Total Annual Expenses with Expected Total Annual Income | |
|---|--|
| Expected gross annual revenue | |
| Expected total annual expenses | |
| Net revenue | |
| Net revenue as a percent of gross revenue | |

- What happens if the gross revenue is more than the total expected annual expenses?

- What happens if the expected annual expenses are more than the gross revenue?

SEED (from the brochure on ITI website)

SEED provides financial support for entrepreneurs looking to start a business or improve their capacity or skills; and small communities seeking to expand their local economies.

Some programs are available only to 'level two communities': all NWT communities except Yellowknife, Inuvik, Fort Smith and Hay River (level one communities).

Entrepreneur Support

All NWT businesses can apply under this category for up to \$15,000. The category covers costs related to:

- Start-up funding
- Capital assistance (level two communities only)
- Operational support
- Market and product development

Sector support

Certain NWT business sectors can access up to \$15,000 per year for up to two years, with reduced interest, to expand capital. NWT Business Associations, Bands, or Municipalities are eligible for Sector Research support to a maximum of \$25,000 to investigate new opportunities in designated sectors:

- E-commerce
- Energy and environmental sustainability
- Tourism
- Industry focused on import replacement

Community Economic Development

NWT-based associations, band, and community councils are eligible to access up to \$25,000 in funding for a wide range of economic initiatives that support community economic development.

- Strategic and/or feasibility planning
- Developing infrastructure to allow businesses to grow
- Improving access to business information
- Community events that promote economic development

Micro business

NWT residents are eligible for up to \$5,000 in funding if they are involved in the following micro-business activities:

- Traditional harvesting
- Arts and crafts production for commercial purposes
- Any self-employment activities, including file production and prospecting.

Business Intelligence and Networking

All NWT residents and businesses are eligible for assistance under this category. SEED may provide up to \$3,000 per person if the costs for a business trip are more than \$1,500. Each applicant must contribute at least \$1,000 towards the cost of each trip to be eligible for funding.



10: A Natural Talent for Business

Instructor Notes

Essential skills: thinking, reading, document use, oral communication, working with others

At the end of each activity, discuss the essential skills that learners used to complete the activity.

A natural talent for business

Learners think about the natural talents that most benefit a business person. They look at their own capacity or potential for those natural talents.

1. Start with a brainstorm: 'What is a natural talent'? Here are some possible responses:
 - Flair, talent, gift, aptitude, passion, knack, natural ability, smarts, enthusiasm, interest, appetite, taste, hunger.
 - How people are – not necessarily a skill you learn.
 - The way a person is inclined to behave or respond.
2. Then a second brainstorm: 'What natural talents do you think help a person do well in business?' What natural talents or passions did the Starting a Business story talk about? Here are some potential responses:
 - Work well with people; get along well with people – employees and customers.
 - Willing to work long hours - may include weekends, evenings, holidays - to meet the needs of customers or clients.
 - Can motivate self; get going; work well without supervision.

- Can stick with it and keep going, even if the financial returns are not that great – especially at the start.
 - Like to make decisions, be in charge, be own boss.
 - Can be inventive and resourceful, and find creative ways to advertise and market the product or service.
 - Can be responsible – do what you say you’ll do, when you say you’ll do it.
 - Have a passion for and believe strongly in what you do – your product or service.
 - Work with and understand numbers, including budgets.
3. Ask learners to complete the table in the handout, to assess their natural talents for business. From the brainstorm, add any talents not already included in the list.
4. Discuss their answers. Brainstorm: ‘What does it mean to have a positive work ethic?’



A Natural Talent for Business

Handout 10

1. Brainstorm: What is a ‘natural talent?’”
2. Brainstorm: What natural talents do you think help a person do well in business? What natural talents did the Starting a Business story talk about?
3. Complete the table on the next page.
Check ☒ Always, ☒ Sometimes, OR ☒ Never to describe your natural talents. Add any talents from the brainstorm that the table left out.
4. Discuss your answers. Brainstorm: What is a positive work ethic?

| Are you like this? Do you have a natural talent for business? | Always | Sometimes | Never |
|--|--------|-----------|-------|
| Work well with people; get along well with people – employees and customers. | | | |
| Willing to work long hours – may include weekends, evenings, holidays – to meet the needs of customers or clients. | | | |
| Can motivate myself; get going; work well without supervision. | | | |
| Can stick with it and keep going, even if the financial returns are not that great – especially at the start. | | | |
| Like to make decisions, be in charge, be my own boss. | | | |
| Tend to be creative, inventive, imaginative, and/or resourceful. | | | |
| Can be responsible – do what I say I'll do, and when I say I'll do it. | | | |
| Have a passion for and believe strongly in what I do – my product or service. | | | |
| Can find creative and effective ways to advertise and market the product or service. | | | |
| Comfortable working with numbers; understand numbers, including budgets. | | | |

| Are you like this? Do you have a natural talent for business? | Always | Sometimes | Never |
|---|--------|-----------|-------|
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11: Assess Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Assess your essential skills

Activities 11 and 12 (Increase Your Essential Skills) are the same for the five stories in this Study Guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



Assess Your Essential Skills Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There are no right or wrong answers and no scoring. Learn something about the skills you enjoy, the skills you're good at, and the skills you might want to improve.

Use the information you record here for Activity 12 'Increase Your Essential Skills.'

| Reading | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Find the information I need in a pamphlet from the school or health care centre. | | | |
| Read, understand, and enjoy books or newspapers. | | | |
| Use a dictionary to look up the meaning of words I don't know or understand. | | | |
| Read reports, and understand and use the information. | | | |
| Read and understand letters from government, banks, or other agencies. | | | |
| Read stories out loud to children or to other adults. | | | |
| | | | |
| | | | |

| Computer Use/Digital Literacy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Use computers and the Internet to find information. | | | |
| Use Facebook, email, and/or Twitter to communicate with other people. | | | |
| Use computer software for word processing or other things. | | | |
| Use digital technology such as a camera, phone, or tablet. | | | |
| Use a computer keyboard properly, with all fingers and thumbs. | | | |
| Use digital tools such as a GPS or smart board. | | | |
| | | | |
| | | | |

| Writing | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Write a list, a recipe, directions, or a quick note. | | | |
| Write a letter or email. | | | |
| Write storiesies, poems, or other creative things. | | | |
| Write a report to communicate and analyze information, and to make recommendations. | | | |
| Fill out forms or a cheque. | | | |
| Check grammar, spelling, and punctuation and rewrite as needed. | | | |
| Communicate my thoughts and ideas in writing. | | | |
| | | | |
| | | | |

| Numeracy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use numbers, fractions, and percentages. | | | |
| Add, subtract, multiply, and divide without using a calculator. | | | |
| Use money and make change. Figure out a bill or invoice and pay it. | | | |
| Measure things such as distance, volume, size, and weight. | | | |
| Understand and use numbers in a table, chart, or graph. | | | |
| Understand how much things cost. Estimate the GST. | | | |
| | | | |
| | | | |

| Document Use | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use diagrams, tables, charts, and graphs. | | | |
| Understand and fill out forms. Examples: apply for a job or a passport, or to replace a birth certificate. | | | |
| Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair. | | | |
| Read maps and use them to see where I am and how to get somewhere. | | | |
| Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player. | | | |
| | | | |
| | | | |

| Oral Communication | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Tell stories; listen carefully to others' stories. | | | |
| Listen to or give directions. | | | |
| Organize ideas and speak clearly. | | | |
| Ask and answer questions when needed. | | | |
| Listen carefully and respond in ways that show I understand. | | | |
| Talk comfortably on the phone, to get or receive information. | | | |
| Choose language, tone, and gestures that fit the listener and topic. | | | |
| | | | |
| | | | |

| Thinking | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Gather information, consider pros and cons, and make decisions. | | | |
| Use my imagination to come up with new ideas and combine ideas in new ways. | | | |
| Recognize a problem and figure out possible solutions. | | | |
| Plan and organize tasks. | | | |
| Remember things. | | | |
| Form an opinion. Realize that I have my own ideas and beliefs about things. | | | |
| | | | |
| | | | |

| Working with Others | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Cooperate with others and do my share of the work. | | | |
| Contribute ideas and effort to the team or group. | | | |
| Respect people of different races, abilities, and genders and work well with them. | | | |
| Listen to team members, give support, help resolve problems. | | | |
| Be friendly and show respect and understanding for others. | | | |
| Clearly and calmly present the facts and arguments as I see them. | | | |
| Show empathy. Put myself in someone else's shoes. Understand another person's point of view – why they think and act the way they do. | | | |
| Assert myself in a positive way. Stand up for my ideas. | | | |
| | | | |
| | | | |

| Continuous Learning | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Identify new skills that I'm keen to learn and use. | | | |
| Look for and take part in new challenges and experiences. | | | |
| Share my skills and knowledge with others. | | | |
| Understand that it's important for me to keep learning new things throughout my whole life. | | | |
| Assess my own knowledge and skills accurately. | | | |
| Set well-defined and realistic goals for learning, and monitor my progress. | | | |
| Work hard and learn to do things really well. | | | |
| | | | |
| | | | |



12: Increase Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 'Assess' Your Essential Skills.'

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



Increase Your Essential Skills Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

2. Look again at your responses. Write down three skills that you most want to improve.

3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other _____
- ☐ Other _____

Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use email, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other _____
- ☐ Other _____

Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write storiesies, poems, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other _____
- ☐ Other _____

Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other _____
- ☐ Other _____

Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and how to get somewhere.
- ☐ Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other _____
- ☐ Other _____

Oral Communication

- ☐ Tell stories; listen carefully to others's' stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other _____
- ☐ Other _____

Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and genders and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
Understand another person's point of view – why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other _____
- ☐ Other _____

Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other _____
- ☐ Other _____

Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
- ☐ Look for and take part in new challenges and experiences.
- ☐ Share my skills and knowledge with others.
- ☐ Understand that it's important for me to keep learning new things throughout my life.
- ☐ Assess my own knowledge and skills honestly.
- ☐ Set well-defined and realistic goals for learning, and monitor my progress.
- ☐ Work hard and learn to do things really well.
- ☐ Other _____
- ☐ Other _____

4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
 - ☐ Where do I want to be? What is a goal that I can achieve?
 - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
 - ☐ How do I get what I need? What actions can I take? How much time do I need?
 - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

Resources

Business Development and Investment Corporation (BDIC) NWT

<http://www.bdic.ca/>

Community Futures

<http://www.iti.gov.nt.ca/business-economic-development/community-futures.shtml>

Essential Skills, Human Resources and Skills Development Canada

<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy

Council <http://www.nwt.literacy.ca/adultlit.htm>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

Industry, Tourism, and Investment, Government of the NWT

<http://www.iti.gov.nt.ca/>

Links to online self-assessment sites

<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/online-self-assess.htm>

Newsletter “Economic Trends” – business and community newsletter exploring economic and market trends in NWT. Summer 2009 has article about licensed tourism operators.

<http://www.iti.gov.nt.ca/publications/2009/BusinessEconomicDevelopment/Newsletter-tourismMarch09-updated.pdf>

NWT Economic Fact Sheet

http://www.iti.gov.nt.ca/publications/2011/BusinessEconomicDevelopment/NWT_Economic_Fact_Sheet_Fall2011Aug29.pdf

NWT Film and Media Arts Industry

<http://www.iti.gov.nt.ca/publications/2011/arts crafts/FINALNWTFilmIndustryBriefingMay13'11.pdf>

NWT Grants and Contributions to small business 2010-2011

<http://www.iti.gov.nt.ca/publications/2011/BusinessEconomicDevelopment/2010-11ITIGrantsAndContResultsRptWithAppA20110816.pdf>

NWT business sector review

- Retail 2011
<http://www.iti.gov.nt.ca/publications/2011/BusinessEconomicDevelopment/RetailTrade2012.pdf>
- Transportation
<http://www.iti.gov.nt.ca/publications/2011/BusinessEconomicDevelopment/Transportation2012.pdf>
- Wholesale
<http://www.iti.gov.nt.ca/publications/2011/BusinessEconomicDevelopment/Wholesale2012.pdf>

One Day Business Plan Worksheet <http://www.inc.com/tools/one-day-business-plan-worksheet.html>

Role plays related to business

http://bogglesworldesl.com/lessons/job_fair.htm

Support for Entrepreneurs and Economic Development (SEED) policy fact sheet

<http://www.iti.gov.nt.ca/publications/2008/BusinessEconomicDevelopment/SEEDFactSheet.pdf>

Small business profiles: NWT, Yukon, Alberta, Saskatchewan

http://www.iti.gov.nt.ca/publications/2011/BusinessEconomicDevelopment/Small_Business_NWTNov2011.pdf

The Career Key and 'The Foundation Job Skills'

http://www.careerkey.org/asp/career_development/foundation_skills.html

TOWES: Test of Workplace Essential Skills

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.

Essential Skills at **Work in the North** *Study Guide*



Renewable Resources Officer

Renewable Resources Officer Essential Skills at Work in the North

Introduction

The learning activities in this study guide help learners explore ideas and information about essential skills, the job featured in the story, and other topics related to that job.

There are 12 learning activities. The study guide includes instructor notes and learner handouts for each activity. Learners use one or more essential skills for each activity. See the list of activities below. And check out the Resources section after the last learning activity.

The study guide includes the text for the Renewable Resources Officer Story, or you can listen to it online. It is part of the online tool **Essential Skills at Work in the North**. Look for the link on the NWT Literacy Council website homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Renewable Resources Officer Story from the online tool.



Shows instructor notes for each learning activity, including the main three essential skills that learners use during the activity



Shows learner handouts for each activity. Copy enough handouts before you start the activity.

Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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Renewable Resources Officer Story Text Essential Skills at Work in the North

Meet Leeroy Andre, Deline's Renewable Resources Officer. A few years ago he completed a two-year course at Aurora College, Thebacha Campus in Fort Smith.

Leeroy explained it this way.

"We talk so much about protecting our land. But the last Deline resident trained in this field was in 1980. That's an awful long time ago. I was sick of just talking the talk and decided it was time to start walking the walk as well."

Leeroy talks about being a renewable resources officer – a job that used to be called a wildlife officer – and the essential skills he uses on the job every day.

Oral Communication

Good oral communication skills are important for renewable resource officers. Leeroy constantly communicates with members of his community and they work towards common environmental goals.

Leeroy: I like dealing with people. Most of my summers here are working with a fire crew. I got a crew of five that I deal with, and I work with, and I train, and I mentor, and I talk to. So we have quite a bit of time together and I have quite a bit of time talking to them and briefing them and kind of guiding them about certain things.

I remember the first year that I started with the fire crew. They were throwing this, doing that, and you know – paper cups and so forth. And I said, "No, paper cups are bad, they're bad for the environment, they're no good." So now all we have are ceramic

cups and we wash our own dishes. We try to minimize the stuff in the landfill and they're starting to understand. "Well we didn't realize we were a part of that problem. We always thought it just goes up to the dump and you know that's not my problem."

We cleaned up a lot of the shoreline and cleaned up parts of the lake. And I would explain to them about the fish habitat, you know the fish in the water; the fish need a place to spawn and to grow. And that's their habitat and I said "We can't just throw a piece of garbage in the water and expect them to clean it up. No that's not the way it is. If there's a tire in the lake then we're disrupting their habitat."

So over the years they've really come to I think appreciate that they're part of a solution. And I view it that way too. I really try to make sure that our environment stays healthy and clean for many generations to come. And I have a huge lake that I got to protect – with the help of resource people and various groups here. They want to protect the lake. They want to make sure that the lake is pristine for many, many generations to come. And you know I can't do that on my own. It's a huge lake. I was out there last year – I only put 500 miles on, and that's just not enough.

Working with Others

There's a real education component to Leeroy's work. He works with others constantly and he often communicates with them about new laws and regulations around trapping in the north.

Leeroy: The changes that are happening in the fur industry – going from leg hold trapping to humane trapping, the quick kill, and stuff like that – the changes in the law that are happening so that trappers are more aware of it. They're pretty open to new modern changes and right now we have a fur program that we're

marketing as a government. And some of the best fur in the – I guess – in the world comes from the Northwest Territories.

So right now, little changes that are happening for us and especially for trappers, is educating them about how to handle their pelts. The lower lips getting removed, the arm is being tucked inside, the tail being flattened, the paws being opposite of the tail, and so forth. And making sure the blood and stuff like that are all cleaned up, and the fur is all prepped so that they get top dollar for the animals that they bring in. And that's basically what the government issues to them as an advance. So that's part of my job now – giving them a nice advance. A lot of the fur that we see is top quality. And I guess that goes a long way for educating these trappers.

Computer Use/Digital Literacy

It's amazing how modern computers are helping with safety and are even being used to connect youth with elders' stories using an iPod.

Leeroy: And now with modern technology, like computers and things like that - we are actually looking at – these are actual emails that you'd get from – we got some mushers that are heading out to Gamètì and doing that North American expedition. They've been blown in at this location over the last – you know five, six, and day seven there. And you can actually keep their progress and where they're at and all that. So the technology now is just so amazing.

You know you don't have to worry about these greenhorns going out and getting lost and dying out on the land. So there are ways of communicating now and it's just so important now even for us as Aboriginal people.

I think the one thing we've really done over the years here, especially here in Deline – we hear a lot of elders' stories, a lot of

knowledge being passed on. What we're starting to do now, we're starting to digitize those stories. And so now a lot of young people have iPods and these little iPads and stuff like that. So what you could do now – what we've done is we've digitized all those stories. There's quite a bit but you can download them right onto your iPod. And you can actually listen to your elders talk and hear the stories and the legends and all those cultural values.

Reading

Reading is a large and ongoing part of Leeroy's work.

Leeroy: Yeah actually there's quite a bit of reading that I've been doing, especially on legislation. And you know as an officer I guess, you know we need to know quite a bit about the rights that people have – not only Aboriginal rights but also non-Aboriginal, residents of the Northwest Territories, people from other parts of the country, and so forth. So we need to make sure that we understand what the law is and abide by that. And if not, things don't work out.

But for the most part, not only legislation, but we're trying to be proactive on a lot of things. So a lot of studies that we get, we got to read through a lot of reports. Right now the big issue in our territory now is caribou. So we have to make sure that we understand what's happening with the caribou, and the different views, and the *Wildlife Act*. So the *Wildlife Act* is also a big issue. So I guess a lot of reading yeah, a lot of reading goes into doing this job.

Document Use

Dealing with all sorts of document is a big part of Leeroy's job.

Leeroy: So with that comes a lot of paperwork – a lot of paperwork that we need to make sure that the trapper that actually sells the fur is accredited to the money that's been owed to him. So we have to make sure that this gets shipped out and it's under the trapper's name and that when it goes to auction they put all these in different lots.

I guess it's a big job to keep track of 800 different marten species out there. And if not trappers will be wondering what's happened with their fur. So they put a lot of trust into us to make sure that we know what we're doing and that we have a system in place that actually works.

Continuous Learning - young people in trapping

Videographer Terry Wolfe asks Leeroy about young people going into trapping.

Terry: Are young people going into fur trapping? Are they still interested in it, some of them?

Leeroy: Well right now I had 31 trappers this year and I would say probably 50% of these trappers were under 40. So they're the ones that are subsidizing themselves by trapping and working in the summertime. So I wouldn't say they're part-time trappers but you have these high powered machines now that can go miles and miles now.

They go 80 miles and set their traps and be back the next day, you know, be back in town by Monday. But I think it's still going strong. And 'Take a Kid Trapping' program, they're doing that in

school right now. They're trying to emphasize the importance of trying to make a choice between a traditional lifestyle and a modern, and trying to balance that.

And that's what I tell my own children is that you have a choice to do either one or you can do both. You can survive doing both. And that's what I've done for many years, you know, growing up. Making sure, you know, I can make a living trapping, not full-time, but part of the year – and part of the year working as a carpenter, as a log builder, doing fire fighting, and hunting, trapping. There are so many good things you can do out there.



1: Expand Your Vocabulary

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity discuss the essential skills that learners used to complete the activity.

Expand your vocabulary

Learners explore five words from the Renewable Resources Officer Story.

Invite learners to work as a group, in pairs, or on their own.

- ☐ Read each sentence out loud and look for the underlined word.
- ☐ Invite learners to say what the word means, using their common sense and the context of the sentence.
- ☐ Ask learners to look the word up in the dictionary and compare the dictionary meaning with the meaning from context.
- ☐ Ask learners to write down the two guide words on the dictionary page.



Expand Your Vocabulary

Handout 1

Work as a group, in pairs, or on your own to explore five words from the Renewable Resources Officer Story text.

1. Choose five words from the list below and write each one down.

- ☐ habitat
I would explain to them about the fish habitat.
- ☐ humane
Changes are happening in the fur industry, going from leg hold to humane trapping.
- ☐ greenhorns
You don't have to worry about these greenhorns going out and getting lost and dying out on the land.
- ☐ download
We're starting to digitize the elders' stories and you can download them right onto your iPod.
- ☐ subsidize
They're the ones that subsidize themselves by trapping and working in the summertime.
- ☐ Accredited
We need to make sure that the trapper that sells the fur is accredited the money.
- ☐ Solution
Over the years they've come to appreciate that they're part of the solution.
- ☐ Mentor
I got a crew of five that I deal with, and I work with, and I train, and I mentor, and I talk to.

2. Start with the first word and read the sentence out loud. Use your common sense and the context of the sentence and write down what you think the word means.
3. Look the word up in the dictionary. What is the dictionary meaning? Is it different than you thought?
4. Write down the guide words - the two words at the top of the dictionary page that show the alphabetical listing of words on the page.

Word 1: _____

Meaning in context: _____

Dictionary guide words:

Word 2: _____

Meaning in context: _____

Dictionary guide words:

Word 3: _____

Meaning in context: _____

Dictionary guide words:

Word 4: _____

Meaning in context: _____

Dictionary guide words:

Word 5: _____

Meaning in context: _____

Dictionary guide words:



2: Essential Skills Vocabulary

Instructor Notes

Essential skills: working with others, reading, oral communication

At the end of each activity discuss the essential skills that learners used to complete the activity.

Essential skills vocabulary

Learners match essential skills with activities that renewable resources officers may carry out at work.

Copy the table on the next two pages. The table lists eight essential skills, each with one activity that renewable resources officers may carry out at work.

Make enough copies so that when learners work in pairs, each pair has a copy. For each copy:

- Cut the table so that each essential skill and activity is a separate piece of paper.
- Mix up the pieces and put them together into an envelope.

Divide the learners into pairs. Give each pair an envelope and ask them to work together to match each essential skill with one activity from the working life of a renewable resources officer.

Have a prize for the first pair to finish.

Give the learners the essential skills handout and use it to review the work the learners just completed.

Essential Skill**Oral Communication**

Leeroy talks to the fire crew and gives them instructions.

Essential Skill**Working With Others**

Leeroy works with resource people and various groups to help protect the lake and fish habitat.

Essential Skill**Computer Use/Digital Literacy**

Leeroy uses email to keep track of the mushers travelling from Deline to Gamètì.

Essential Skill**Reading**

Leeroy reads reports about caribou and other things to keep up-to-date on the issues.

Essential Skill**Document Use**

Leeroy does the paperwork to keep track of each trapper's pelts when they go to auction.

Essential Skill**Continuous Learning**

Leeroy helps with the 'Take a Kid Trapping' program.

Essential Skill**Thinking**

Leeroy plans carefully and organizes things so that he can spend time on the lake.

Essential Skill**Numeracy**

Leeroy calculates how much money each trapper gets for their advance.



Essential Skills Vocabulary Handout 2

Working with a partner – match essential skills with things a renewable resources officer may do at work.

Your instructor gave you and your partner an envelope with many pieces of paper. Each piece of paper has the name of one essential skill OR something that a renewable resources officer may do at work.

- ☐ Dump all the pieces of paper out of the envelope onto a table. Turn them so you can see the writing.
- ☐ Match each essential skill with one thing that a renewable resources officer may do at work. For example, the essential skill 'computer use/digital literacy' matches with 'young people can use their iPods to listen to elders' stories'.

Use your common sense and imagination, or go back to the Renewable Resources Officer Story. See also the list of essential skills with definitions in the handout.

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



3: Reflections – Discussion / Journal Writing

Instructor Notes

Essential skills: oral communication, thinking, writing

At the end of each activity discuss the essential skills that learners used to complete the activity.

Reflections – discussion / journal writing

Ask learners to reflect on the story. Use the questions below – or make up your own questions – to discuss the story.

Following the discussion you may ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way.

- Did you find the story interesting? Why or why not?
- Leeroy says, “I was sick of just talking the talk and decided it was time to start walking the walk.” What does he mean?
- What do you think is the best thing about being a renewable resources officer?
- What do you think is the most challenging thing about being a renewable resources officer?
- Leeroy said that at first the fire crew didn’t realize they were part of the problem. What problem is he talking about?
- Like Leeroy, many people try to find a balance between traditional life and modern life. Do you think this is possible? Why or why not?



Reflections – Discussion / Journal Writing **Handout 3**

Use the following questions to guide a group discussion.

Following the discussion you may use the questions to guide your journal writing. Did the discussion add to or change your thought in any way?

- Did you find the story interesting? Why or why not?
- Leeroy says, “I was sick of just talking the talk and decided it was time to start walking the walk.” What does he mean?
- What do you think is the best thing about being a renewable resources officer?
- What do you think is the most challenging thing about being a renewable resources officer?
- Leeroy said that at first the fire crew didn’t realize they were part of the problem. What problem is he talking about?
- Like Leeroy, many people try to find a balance between traditional life and modern life. Do you think this is possible? Why or why not?



4: Story Questions

Instructor Notes

Essential skills: reading, thinking, writing

At the end of each activity discuss the essential skills that learners used to complete the activity.

Story questions

Learners choose a word or phrase from the list on the handout to fill in the blank in each sentence. Encourage them to check back with the Renewable Resources Officer Story text if needed.



Story Questions Handout 4

Fill in the blanks in each sentence with a word or phrase from the list below. Use each word or phrase only once. Go back to the Renewable Resources Officer Story text if needed.

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> 1980 | <input type="checkbox"/> emails |
| <input type="checkbox"/> environment | <input type="checkbox"/> humane |
| <input type="checkbox"/> download | <input type="checkbox"/> technician |
| <input type="checkbox"/> legislation | <input type="checkbox"/> traditional |
| <input type="checkbox"/> fire crew | <input type="checkbox"/> reports |
| <input type="checkbox"/> balance | <input type="checkbox"/> paperwork |
| <input type="checkbox"/> modern | <input type="checkbox"/> wildlife |

1. Leeroy completed the two-year _____ course at Aurora College in Fort Smith.
2. The year that the last Deline resident trained in this field was in _____.
3. A renewable resources officer was in the past called a _____ officer.
4. Leeroy works to keep the _____ clean and healthy for many generations to come.

5. Leeroy spends most of his summers working with a _____.
6. Leeroy helps trappers be aware of changes in trapping regulations that promote _____ trapping.
7. Leeroy does lots of _____ to track each trapper's pelts when they go to auction.
8. Leeroy can look at _____ from the mushers travelling from Deline to Gamètì.
9. Young people can _____ elders' stories and listen to them on their iPods.
10. Leeroy reads _____ and _____ to keep up-to-date on the issues in the NWT.
11. Many people like Leeroy try to find a _____ between a _____ lifestyle and a _____ one.



5: NWT Hunting Regulations

Instructor Notes

Essential skills: thinking, working with others, document use, reading, writing

At the end of each activity discuss the essential skills that learners used to complete the activity.

NWT Hunting Regulations

Learners work in pairs to answer the questions in the handout, and learn about NWT hunting regulations. The handout includes seven pages of information we adapted from the NWT Summary of Hunting Regulations July 1, 2011 to June 30, 2012. Learners need this information to answer the questions. Tell learners that the information in the handout is only a small part of what the regulations contain.

Learners may also see the Summary of Hunting Regulations online at http://www.enr.gov.nt.ca/live/documents/content/2011-2012_Hunting_Guide.pdf If you choose this option check the Internet connections ahead of time as the file is quite big.

You may also check at the local renewable resources office to see if they have hard copies of the Hunting Regulations.

If appropriate, start the activity with a brainstorm – ask learners what they know about NWT hunting laws and regulations. Alternately, after learners complete the handout you may ask their opinions about what they learned or if they have any thoughts or information to add about hunting regulations.



NWT Hunting Regulations Handout 5

Work in pairs to answer the questions below. This handout includes some information we adapted from the 'NWT Summary of Hunting Regulations July 1, 2011 to June 30, 2012.' You'll find the information there that you need to answer the questions.

1. Scenario: Joanne is 24 years old. She has lived in the NWT for 10 years. She wants to hunt large game. What licence and tags does she need? How do the regulations define 'large game?'

2. Scenario: Charlene and Bruce live in northern Alberta. They come to the NWT to hunt bison. What licences and tags do they need?

3. Scenario: Grant is 57 years old. He moved to the NWT last year and he wants to hunt migratory birds. What licence and tags does he need? How do the regulations define 'migratory birds?'

4. Scenario: Angus is 15 years old. He was born in the NWT and he is not part of an Aboriginal claims group. He wants to hunt small game. What licence does he need? How do the regulations define 'small game?'

5. What are the basic rules about hunting in parks and sanctuaries?

6. The NWT has six special political areas (NOT sanctuaries and parks) where different rules about hunting may apply. What are these six areas called?

7. What is a trophy fee? Who pays it? When do they pay and why?

8. What are three main differences between a GHL and a resident hunting licence?

9. The tables and map in the handout show fees, bag limit, season, and hunting areas for large and small game. Check true or false for each statement below. If you check 'false,' rewrite the sentence to make it true.

☐ True ☐ False Non-resident hunters may hunt black bear, with an outfitter, in area S any time in October.

☐ True ☐ False Resident hunters have a bigger bag limit for black bears than non-resident hunters.

☐ True ☐ False Resident hunters may hunt barren ground caribou in area R any time in November.

☐ True ☐ False Non-resident hunters pay \$50 for their first tag for barren ground caribou.

☐ True ☐ False Resident hunters may hunt woodland caribou in area S any time in October.

☐ True ☐ False All hunters have a bag limit of two for woodland caribou.

☐ True ☐ False Resident hunters may hunt moose in area U any time in September.

- ☐ True ☐ False The bag limit for moose is the same as the bag limit for woodland caribou, for all hunters.
- ☐ True ☐ False All hunters may hunt small game in any area at any time of year.
- ☐ True ☐ False All hunters may hunt grouse and ptarmigan in any area during September and October.
- ☐ True ☐ False A non-resident alien hunter pays \$700 in trophy fees when she takes a moose back home.
- ☐ True ☐ False A non-resident hunter pays a \$200 trophy fee when he takes a black bear head and hide out of the NWT.

Information for Activity 5 – adapted from 'NWT Summary of Hunting Regulations July 1, 2011 to June 30, 2012'

Renewable Resources Officers help make sure people follow the laws about hunting in the NWT.

NWT Hunting Regulations define three kinds of licences, based on where you live and for how long:

- NWT Resident: a Canadian citizen or landed immigrant who has lived in the NWT for at least two years.
- Non-resident: a Canadian citizen or landed immigrant who is not an NWT Resident.
- Non-resident Alien: a person who is not an NWT Resident or a Non-resident.

NWT Hunting Regulations define the age you must be to hunt different kinds of game:

- To hunt big game you must be at least 16 years old. Big game animals include black bear, grizzly bear, polar bear, wood bison, barren ground caribou, woodland caribou, mountain goat, moose, musk ox, Dall sheep, wolf, wolverine.
- To hunt small game you must be at least 14 years old, AND
 - ✓ Must be with a parent or guardian who has a small game hunting licence.
 - ✓ Must have the parent or guardian sign for the licence.

Small game animals include hares, marmots, woodchucks, groundhogs, porcupines, and squirrels.

NWT Hunting Regulations include some other basic rules about hunting licences:

- Non-residents and non-resident aliens must be with an outfitter to hunt big game.
- All hunters must have a licence to hunt small game.
- All hunters must have a licence and tags to hunt large game. You get different tags for each species.
- Hunters must carry their licences (and tags) with them when hunting.
- Each licence is good for one year, from July 1st of one year to June 30th of the next year.
- A person must sign his/her licence.
- The person named on the licence and who signs it is the only person who can use the licence. You may not give or lend the licence to any other person.
- All hunters pay fees for their licences and tags.
- Non-residents and non-resident alien hunters must pay a trophy fee before they take a harvested animal, or any part of an animal, outside the NWT.
- People who want to hunt migratory birds – ducks, geese, coots, rails, or snipes – must first get a Migratory Game Bird Hunting Permit and a Habitat Conservation Stamp. The Canadian Wildlife Services has information about seasons, bag limits, and fees.

NWT Hunting Regulations include some rules about hunting in land claim areas, reserves, parks, and sanctuaries:

- Non-beneficiaries must ask permission to hunt on private lands in the Inuvialuit Settlement Region.
- Non-beneficiaries must ask permission to hunt on private lands in the Gwich'in Settlement Area or to hunt moose in a Special Harvesting Area.
- Non-beneficiaries must ask permission to hunt on private lands in the Sahtu Settlement Area.
- The Indian Act and the local Dene bands may have rules for hunting on the Hay River Reserve, Salt River First Nation Reserve, and Salt Plains Indian Reserve #95 in the NWT.
- The Tłı̨chǫ Agreement has rules about hunting in the Wek'èezhì management area and on Tłı̨chǫ lands.
- People may carry firearms in a wildlife sanctuary or preserve – but only for protection, NOT for hunting.
- People may not hunt in national or territorial parks, national park reserves, or migratory bird sanctuaries.

Many Aboriginal people have a General Hunting Licence (GHL). People get a GHL for life; they don't have to apply each year or pay a fee. People with a GHL have few limits on where or when they hunt, or how many animals they can take. There are some exceptions to this, such as the recent limits on barren ground caribou in some areas. NWT Hunting Regulations do not apply to people with a GHL.

| Hunting Licence | Tag Fee | Trophy Fee | Bag Limit | Season and Hunting Area |
|-----------------------|--------------------|---------------|---|---|
| Black Bear | Resident | \$20 | n/a | Aug. 15 – June 30: D, G (except G/WP/01), I, R, S, U |
| | Non-resident | \$40 | One adult bear not with a cub. | 15 Aug. – 31 Oct. |
| | Non-resident alien | \$100 | | Aug. 15 – June 30 |
| Barren ground Caribou | Resident | \$20 | Two (male only) | Aug. 15 – April 30: G/BC/01 (except G/WP//01) I/BC/05 |
| | | | Two (male only) | Aug. 15 – Nov. 15: I/BC/04 |
| | | | 0 | Closed: All other zones |
| | Non-Resident | \$40 (first) | One or more – tags for each (male only) | Aug 15 – Oct 31: I/BC/04 |
| | Non-resident alien | \$100 (first) | | Closed: All other zones |

| Hunting Licence | | Tag Fee | Trophy Fee | Bag Limit | Season and Hunting Area |
|------------------|--------------------|---------|------------|-----------|--|
| Woodland Caribou | Resident | \$20 | n/a | One | July 15 – Jan. 30: D, G (south of 68 N and except G/WP/01), R, S |
| | Non-resident | \$40 | \$400 | | July 26 – Oct. 31: D/OT/01-02, G/OT/01, S/OT/01-05 |
| | Non-resident alien | \$100 | \$400 | | |
| Moose | Resident | \$20 | n/a | One | Sept. 1 – Jan. 31: D, G (south of 68 N and east of the west bank of the east branch of the Mackenzie River, I (east of the east bank of the east branch of the Mackenzie River), R, S, U |
| | Non-resident | \$40 | \$400 | | D/OT/01-02, G/OT/01, S/OT/01-05. |
| | Non-resident alien | \$400 | \$400 | | |

| Hunting Licence | | Tag Fee | Trophy Fee | Bag Limit | Season and Hunting Area |
|--------------------|--------------------|---------|------------|-------------------------------|-------------------------------------|
| Small Game | Resident | \$20 | n/a | No limit | July 1 – June 30: D, G, I, R, S, U |
| | Non-resident | \$40 | n/a | 5 / day; 10 possession limit | |
| | Non-resident alien | \$100 | n | | |
| Ptarmigan & Grouse | Resident | \$20 | n/a | 10 / day; 40 possession limit | Sept 1 – April 30: D, G, I, R, S, U |
| | Non-resident | \$40 | n/a | 5 / day; 10 possession limit | |
| | Non-resident alien | \$100 | n/a | | |





6: Fish and Fishing in the NWT

Instructor Notes

Essential skills: document use, reading, thinking, writing, working with others, computer use

At the end of each activity discuss the essential skills that learners used to complete the activity.

Fish and Fishing in the NWT

Learners work in pairs to answer the questions in the handout, and learn about NWT fishing regulations. The handout includes six pages of information we adapted from the NWT Fishing Regulations, effective April 1, 2012 to March 31, 2013. Learners need this information to answer the questions. Tell learners that the information in the handout is only a small part of what the regulations contain.

Learners may also see the Sport Fishing Regulations online at [http://www.enr.gov.nt.ca/live/documents/content/2012-2013 Sport Fishing Guide.pdf](http://www.enr.gov.nt.ca/live/documents/content/2012-2013%20Sport%20Fishing%20Guide.pdf). If you choose this option check the Internet connections ahead of time as the file is quite big.

You may also check at the local renewable resources office to see if they have hard copies of the Sport Fishing Regulations.

If appropriate, start the activity with a brainstorm – ask learners what they already know about NWT fishing laws and regulations. Alternately, after learners complete the handout you may ask their opinions about what they learned or if they have any thoughts or information to add about fishing regulations.



Fish and Fishing in the NWT

Handout 6

Work in pairs to answer the questions below. This handout includes some information we adapted from the 'NWT Sport Fishing Regulations, effective April 1, 2012 to March 31, 2013'. You'll find the information there that you need to answer the questions.

1. How many species of fish do we have in the NWT?

2. What is an anadromous fish?

3. Three kinds of fishing support the NWT culture and economy. One is food harvesting – for Aboriginal people and some non-Aboriginal peoples. What are the other two?

4. Why does the law say that fishers must use a barbless hook?

5. Scenario: Two families from Alberta are going on a boat trip to the east arm of Great Slave Lake. And they want to catch some big trout. What licences do they need? How much will they pay? What other rules apply to fishing trout in this area?

6. Scenario: A school group from Yellowknife is going on a field trip. They plan to travel within the Inuvialuit Settlement Region (ISR) and the Gwich'in Settlement Area. And they plan to catch some fish to add to their diet. What licences do they need? How much will they pay? What other rules apply to fishing in these areas?

7. Scenario: A group of women from the U.S. go to Great Bear Lake every summer to fish for a weekend in July. What licences do they need? How much will they pay? What other rules apply to fishing in this area?

8. Scenario: A family from Fort Liard is spending a week in Nahanni National Park. To fish there, what licences do they need? How much will they pay? What other rules apply to fishing in this area?

9. How do you define daily catch limit (DCL)? How do you define possession limit (PL)?

10. Name three kinds of fish and the matching waters where the daily catch limit (DCL) is 5.

11. Name three kinds of fish and the matching waters where the possession limit (PL) is 0.

12. Name three kinds of fish and the matching waters where the possession limit (PL) and daily catch limit (DCL) are the same.

Fish and Fishing in the NWT

Information for Activity 6 adapted from the NWT Sport Fishing Regulations Guide, effective April 1, 2012 to March 31, 2013

The NWT has 48 species of freshwater and anadromous fish. Anadromous fish spend part of their life in freshwater and part in salt or marine water. Some of the main NWT fish species include Arctic Char, Arctic Grayling, Bull Trout, Burbot, Dolly Varden, Inconnu, Lake Trout, Northern Pike, Walleye, Lake Whitefish.

Fish are a vital part of the NWT culture and economy. Fish are a year-round food source for many Aboriginal people. Great Slave Lake has a commercial fishery, mainly for whitefish. Sport fishing is an important part of local recreation activities and of the tourism industry.

NWT Fishing Regulations apply to NWT residents, other Canadian residents, and non-residents. The fishing rights of many Aboriginal people in the NWT are different from the fishing rights of other people.

Renewable Resources Officers help make sure people follow the laws about sport fishing in the NWT. NWT Fishing Regulations have rules about sport fishing licences.

- NWT resident: Canadian citizen; lived in the NWT for at least three months. Cost per season: \$10.
- Canadian resident: Canadian citizen who lives in another part of Canada. Cost per season: \$20. Cost for three days: \$15.
- Non-resident: A person who is not an NWT or Canadian resident. Cost per season: \$40. Cost for three days: \$30.
- NWT and Canadian residents who are under 16 years or who are 65 years and older do not need to get a sport fishing licence – unless they're fishing in an area where you need a special permit.

- Non-residents less than 16 years do not need a sport fishing licence if they are with an adult who has a licence – unless they're fishing in an area where you need a special permit.

NWT Fishing Regulations have other rules about fishing:

- Fishers must use barbless hooks.
- Fishers need a special licence from Parks Canada to fish in a national park.
- Area VI (east arm) of Great Slave Lake has special restrictions for lake trout.
- Mackenzie River Management Area has special restrictions for grayling and northern pike.
- Fishers must have a special management area licence to fish in the Great Bear Lake Special Management Area.
- Fishers that fish in the lakes or rivers on Inuvialuit private lands must register with the local Hunters and Trappers Committee or the Fisheries Joint Management Committee.
- Fishers need permission to fish on Gwich'in private lands and in a Special Harvesting Area.
- Fishers may need permission to fish on Sahtu Dene and Metis private lands and must contact the Renewable Resources Council before fishing in a Special Harvesting Area.
- DFO offers a reward for each whole salmon caught in the Mackenzie River System. The fish must be frozen whole as soon as possible. You must provide the date and location where you caught the fish.
- If you catch a tagged fish, write down the kind of fish, and where and when you caught it; the length, weight, and sex; and the lure you used. Fish managers tag fish to learn about their distribution, movement, relative abundance, and growth rates.

| Fish | Waters | Daily catch limit (DCL) Possession limit (PL) | Other rules |
|------------------------|---|--|-----------------------------------|
| Arctic Char | All NWT water | DCL: 4 PL: 7 | None |
| | Hornaday River | DCL: 1 PL: 1 | |
| Arctic Grayling | Mackenzie River Management Area on Great Slave Lake and tributaries | DCL: 1 PL: 1 | Minimum size to keep: 36 cm / 14" |
| | All waters within the GSA, ISR, SSA (except Great Bear Lake) | DCL: 5 PL: 10 | None |
| | Baker Creek & within 100 m of mouth | DCL: 0 PL: 0 | Catch and release only |
| | All other NWT waters including Great Bear Lake | DCL: 3 PL: 5 | None |
| | Dolomite Lake | DCL: 0 PL: 0 | Aug. 15 – Oct. 31 |
| Burbot | All other NWT waters | DCL: 5 PL: 10 | None |
| | Great Slave Lake & tributaries | DCL: 1 PL: 2 | None |
| Inconnu | Dolomite Lake | DCL: 0 PL: 0 | Aug. 15 – Oct. 31 |
| | All other NWT waters | DCL: 5 PL: 10 | None |

| Fish | Waters | Daily catch limit (DCL) Possession limit (PL) | Other rules |
|-----------------------|--|--|---|
| Lake Trout | Great Bear Lake | DCL: 1 PL: 2 | May remove one |
| | Great Slave Lake and its tributaries | DCL: 2 PL: 3 | Only one from Area VI (east arm) |
| | Dolomite Lake | DCL: 1/0/1 PL: 1/0/1 | Apr. 1-Aug. 14/Aug. 15- Oct. 31/Nov. 1-Mar. 31 |
| | Trout Lake and its tributaries | DCL: 1 PL: 1 | None |
| | Prelude, Prosperous, Vee, Walsh, River, Banting Lakes | DCL: 1/0/1 PL: 1/0/1 | Apr. 1-Aug. 31/Sept. 1- Oct. 31/Nov. 1-Mar. 31 |
| | All other NWT waters | DCL: 3 PL: 5 | None |
| | Waters within ISR, SSA, GSA | DCL: 10 PL: 20 | None |
| | Dolomite Lake | DCL: 0 PL: 0 | Aug. 15-Oct. 31 |
| Whitefish | All other NWT waters | DCL: 5 PL: 10 | None |

| Fish | Waters | Daily catch limit (DCL) Possession limit (PL) | Other rules |
|--------------------------|---|--|--|
| Northern Pike | Waters within the GSA, ISR, SSA (except Great Bear Lake) | DCL: 5 PL: 10 | None |
| | Mackenzie River Mgmt. Area on Great Slave Lake & tributaries | DCL: 1 PL: 1 | Only one more than 70 cm. Include in total for Great Slave & tributaries |
| | Horn River and Mills Lake | | |
| | Hay River | DCL: 1 PL: 2 | |
| | Little Buffalo River & Resolution Bay | DCL: 1 PL: 2 | |
| | Great Slave Lake & tributaries | DCL: 3 PL: 5 | None |
| | Sandy Lake | DCL: 1 PL: 1 | None |
| | Trout Lake & tributaries | DCL: 2 PL: 3 | None |
| | Dolomite Lake | DCL: 0 PL: 0 | Aug. 15-Oct. 31 |
| | All other waters including Great Bear Lake | DCL: 3 PL: 5 | None |





7: Introducing the Boreal Forest

Instructor Notes

Essential skills: thinking, computer use, reading, working together

At the end of each activity discuss the essential skills that learners used to complete the activity.

Introducing the boreal forest

Learners discuss and learn about the boreal forest.

1. Copy or print the attached four maps and put them up, or ask learners to access the maps on the Internet, where they can see the maps in colour.
 - Canada's boreal region
<http://www.borealcanada.ca/popup.html?images/maps/canadas-boreal-2007.gif>
 - Global boreal region
<http://www.borealcanada.ca/popup.html?images/maps/global-boreal.gif>
 - Mines, mills, dams in the boreal
<http://www.borealcanada.ca/popup.html?images/maps/mines-mills-and-dams.gif>
 - Oil and gas well sites in the boreal
<http://www.borealcanada.ca/popup.html?images/maps/oil-and-gas-wellsites.gif>

2. Start with a discussion. Brainstorm ideas for these questions:
 - What is the boreal forest?
 - Is our community located in the boreal forest?
 - What does the boreal forest mean to our community, to the NWT, and to other Canadians? Ask learners to think about how the boreal forest affects culture, jobs and the economy, services, recreation, food and shelter, weather and climate, and other aspects of daily life.

Ask learners to work in pairs to complete the BOREAL FOREST ¹ tables.

- Give each pair a copy of the blank tables – one BOREAL and one FOREST.
- Ask them to cut along the lines to separate each BOREAL block and each FOREST block. Learners can keep the sets of blocks separate or mix them up.
- Ask learners to place each block in the column under the letter and definition that matches best. See the answer sheet below.
- Talk about their answers when all the pairs are finished. You may want to offer a prize to the pair that finishes first.

¹ NOTE: We adapted parts of this from Lesson 6, Volume 7, Canadian Forestry Association Teaching Kit

Answer sheet (4 pages): Introducing the Boreal

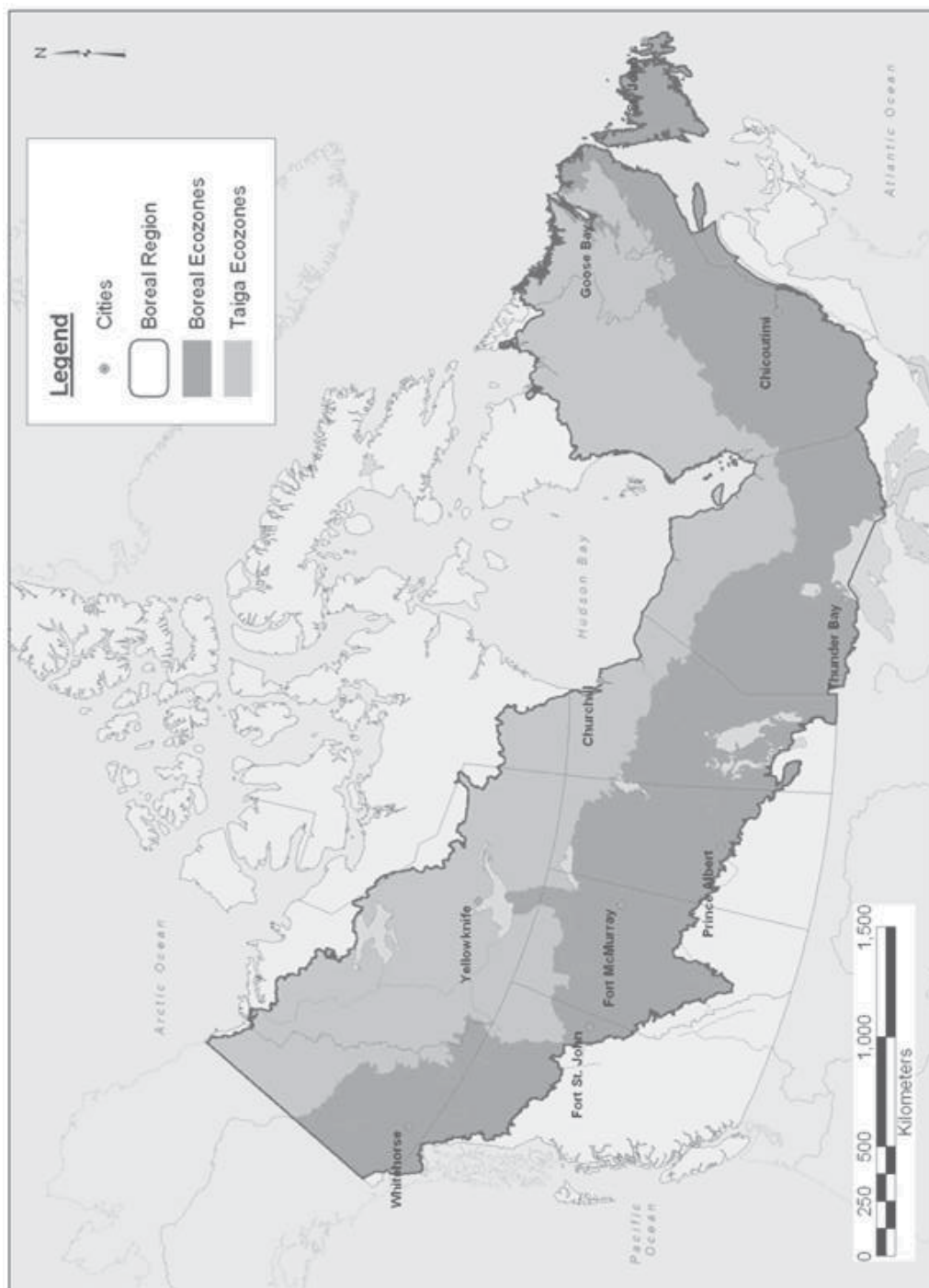
| B Boreal places - global | O Only the main boreal facts | R Resource industries | E Eating & healing plants | A Animals & birds | L Life in boreal communities |
|---------------------------------------|---|--|---|--|---|
| NWT, Yukon, Nunavut | 58% of Canada's land mass is boreal forest. | About 80% of Canada's mining happens in the boreal region. | People pick many different kinds of berries and other plants for food. | The boreal is home to bears, moose, caribou, foxes, wolves, lynx, and bison. | Canada's boreal is home to about 14% of the total population of Canada. |
| Ontario, Quebec, Newfoundland. | Canada's boreal has about 1.5 million lakes and some of the largest rivers. | Alberta has most of the 182,000 oil and gas wells in the boreal region, and the tar sands. | Aboriginal people have used plants for healing for thousands of years. | Wolverine and weasels prey on hares, squirrels, voles, and lemmings. | Canada's boreal is home to more than 600 Aboriginal communities. |
| Alaska, Scotland, & Russia | Wetlands cover 30% of Canada's boreal forest. | Boreal forest provides half of Canada's wood harvest. | Different medicines use different plant parts: roots, leaves, etc. | Over 3 million song birds and waterfowl breed in the boreal. | Aboriginal people are 30% of the human boreal population. |

| B Boreal places - global | O Only the main boreal facts | R Resource industries | E Eating & healing plants | A Animals & birds | L Life in boreal communities |
|---|--|---|---|--|---|
| Sweden, Norway, Finland | The boreal has a lot of regional diversity – north to south, east to west. | Trapping is a good source of income for some people. | More than 540 medicinal plants treat over 25 diseases. | Seed-eating birds and omnivores (ravens) may stay year round. | Many Aboriginal cultures and languages have traditional roots in the Boreal. |
| BC, Alberta, Saskatchewan, Manitoba | The boreal forest is named after Boreas, the Greek god of the north wind. | The boreal forest has most of our hydro dams. | Herbs and shrubs are important medicinal plants. | Every year more than 26 million ducks and waterfowl nest and breed in Canada's boreal. | The population of boreal cities ranges from 7500 (Goose Bay) to 150,000 (St. John's) |

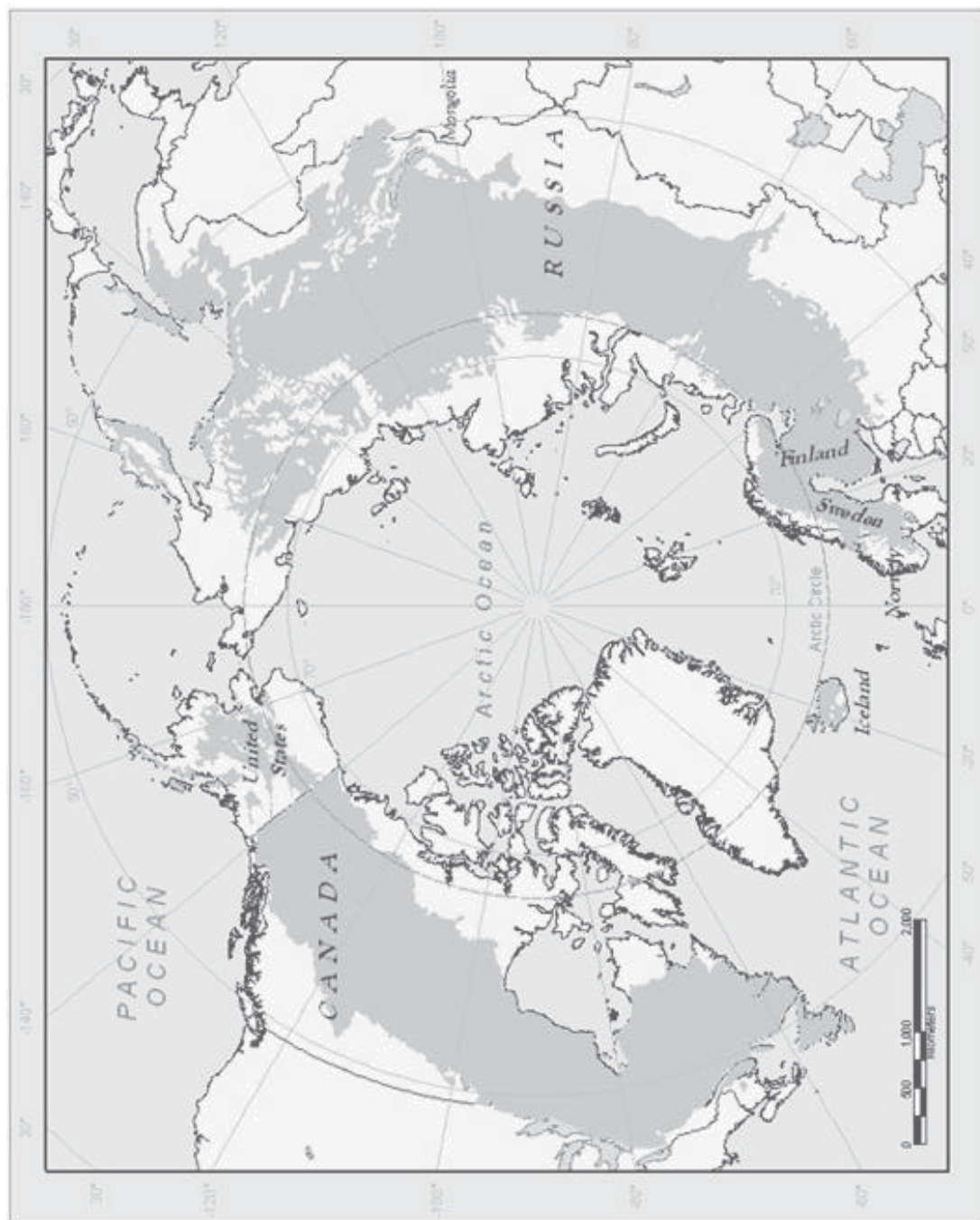
| F Forest fire in the boreal | O Other resource industry info | R Recreation & tourism | E Ecosystem facts & values | S Spirituality & culture | T Trees & other flora |
|--|---|--|--|--|--|
| Lightning causes about 85% of fires; careless people cause the rest. | The boreal forest is under increasing pressure from logging, mining, and oil and gas. | Boat travel: canoes, sail boats, kayaks, motor boats | Boreal trees, soils, water, and peat store more than 208 billion tonnes of carbon. | Oral narratives are rooted in places within the boreal forest. | Coniferous trees dominate: black and white spruce, jack pine, and tamarack. |
| Plants such as fireweed appear soon after a fire. | Infrastructure from resource industries affects the boreal forest. | Recreation related activities contribute more than \$4 billion a year to Canada's economy. | Cumulative stresses may test the ecosystem's ability to survive intact. | Aboriginal culture is tied closely to the land. | Frost-free days for growing can vary from less than 50 in the far north to over 120. |
| Fire disturbs the boreal more than pests and the forestry industry. | Resource industries have had severe impacts on some boreal regions. | Hiking, camping, bird watching, skiing, and snowshoeing. | The boreal forest holds more than 80% of the world's freshwater. | Boreal animals and plants are part of Aboriginal cultural practices. | Deciduous trees include birch, willows, poplar, aspen, and alder. |

| F | O | R | E | S | T |
|--|---|--|--|--|---|
| Forest fire in the boreal | Other resource industry info | Recreation & tourism | Ecosystem facts & values | Spirituality & culture | Trees & other flora |
| Fire helps many boreal plants to regenerate and survive. | Big hydro dams change stream-flow, flood large areas, and produce methyl mercury. | Hunting and fishing – on your own or with camps and outfitters. | The value of storing carbon and filtering water is 2.5 times more than the value of extracted resources. | Aboriginal ceremonies, and practices, and rites show respect for the land. | Flower lovers find buttercups, daisies, orchids, peas, saxifrage, poppies, roses, and others. |
| Fire consumes about 1/3 of living material. | We have protected 10% of Canada's boreal forest – only 6% permanently. | Music and art festivals; eco- and cultural tourism; northern lights. | Canada's boreal waters are critical for forming Arctic sea ice. | Aboriginal healing involves spirituality and intimate connections with the land. | Other boreal plants are ferns, lichens, mosses, and fungi. |

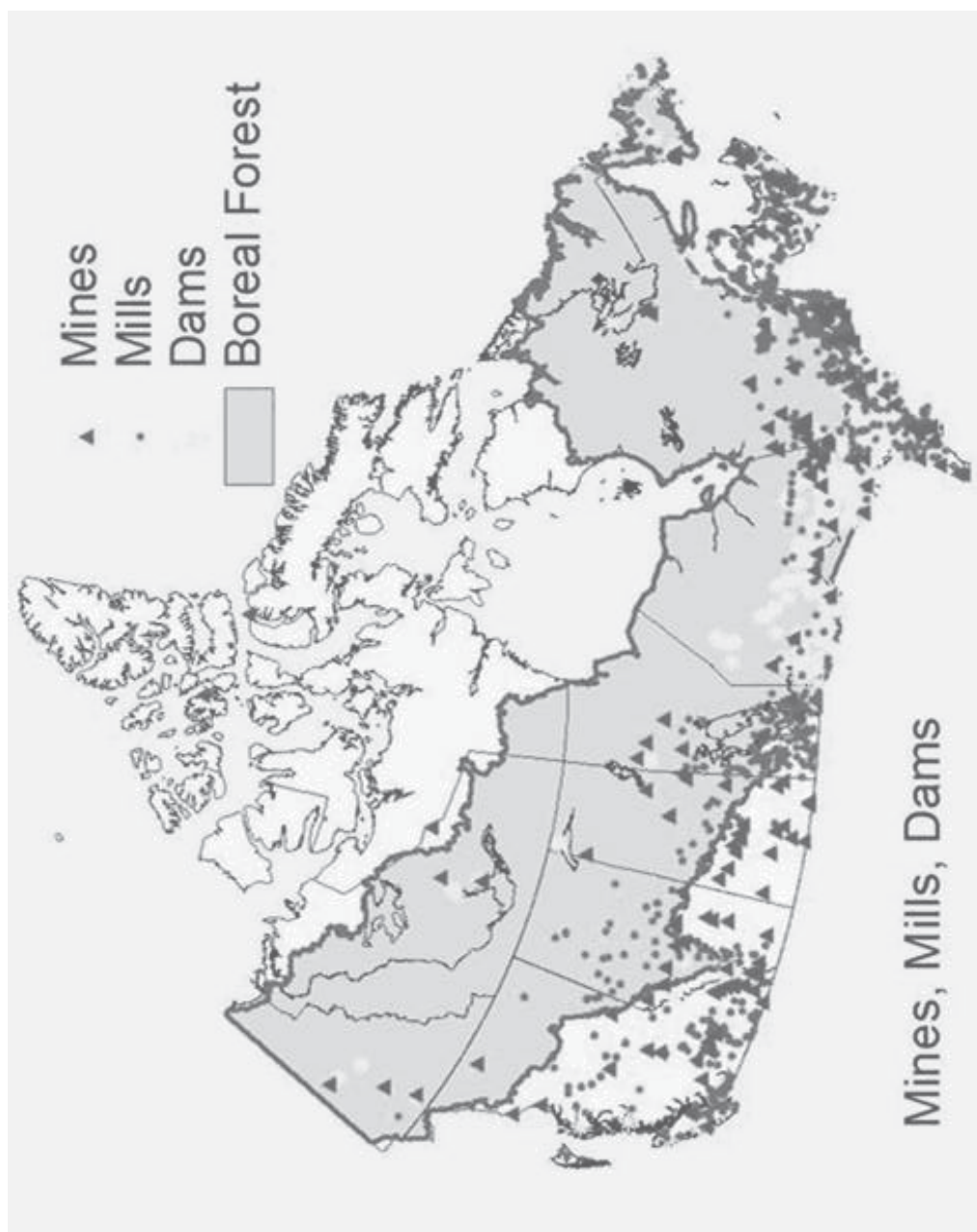
Canada's boreal region <http://www.borealcanada.ca/popup.html?images/maps/canadas-boreal-2007.gif>



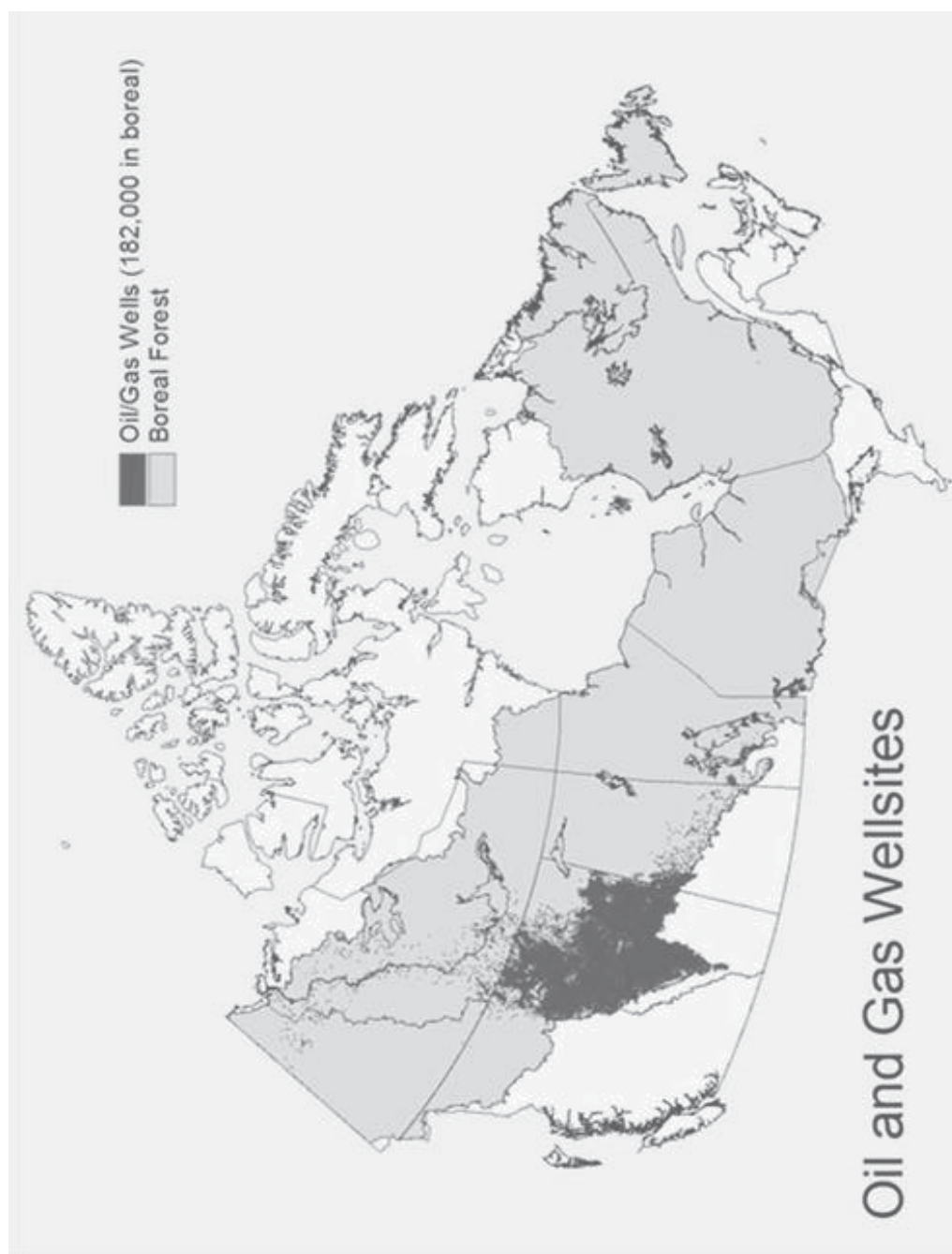
Global boreal <http://www.borealcanada.ca/popup.html?images/maps/global-boreal.gif>



Mines, mills, dams in the boreal <http://www.borealcanada.ca/popup.html?images/maps/mines-mills-and-dams.gif>



Oil and gas wells in the boreal <http://www.borealcanada.ca/popup.html?images/maps/oil-and-gas-wellsites.gif>





Introducing the Boreal Forest Handout 7

Learn about the boreal forest.

1. Access these four maps on the Internet and refer to them during this activity. You may also want to make printed copies.
 - Canada's boreal region
<http://www.borealcanada.ca/popup.html?images/maps/canadas-boreal-2007.gif>
 - Global boreal region
<http://www.borealcanada.ca/popup.html?images/maps/global-boreal.gif>
 - Mines, mills, dams in the boreal
<http://www.borealcanada.ca/popup.html?images/maps/mines-mills-and-dams.gif>
 - Oil and gas well sites in the boreal
<http://www.borealcanada.ca/popup.html?images/maps/oil-and-gas-wellsites.gif>
2. Start with a discussion. Brainstorm ideas for these questions:
 - What is the boreal forest?
 - Is our community located in the boreal forest?
 - What does the boreal forest mean to our community, to the NWT, and to other Canadians? Think about how the boreal forest affects culture, jobs and the economy, services, recreation, food and shelter, and other aspects of daily life.

3. Work in pairs to complete the BOREAL FOREST table.
 - Cut along the lines to separate each of the B O R E A L blocks and F O R E S T blocks on the next four pages. You should have 30 of each type of block. Keep the blocks separate or mix them up. If you mix them up the activity is more difficult.
 - Copy the blank BOREAL FOREST tables.
 - Place each block in the column under the letter and definition that matches best. Note that there is space for five blocks under each letter. Move them around to find the best fit.
 - Discuss your answers when everyone is done.

BOREAL and FOREST blocks

Cut along the lines to separate each block of information. Place each block under the correct heading in the blank table.

| 'B O R E A L' Blocks | | | |
|---|--|--|---|
| NWT, Yukon, Nunavut | Alberta has most of the 182,000 oil and gas wells in the boreal region, and the tar sands. | Over 3 million song birds and waterfowl breed in the boreal. | Many Aboriginal cultures and languages have traditional roots in the boreal forest. |
| 58% of Canada's land mass is boreal forest. | Aboriginal people have used plants for healing for thousands of years. | Aboriginal people are 30% of the human boreal population. | BC, Alberta, Saskatchewan, Manitoba |
| About 80% of Canada's mining happens in the boreal forest. | Wolverine and weasels prey on hares, squirrels, voles, and lemmings. | Sweden, Norway, Finland | The boreal forest is named after Boreas, the Greek god of the north wind. |
| People pick many different kinds of berries and other plants for food. | Canada's boreal is home to more than 600 Aboriginal communities. | The boreal has a lot of regional diversity – north to south, east to west. | The boreal region has most of our hydro dams. |
| The boreal forest is home to bears, moose, caribou, fox, wolves, lynx, and bison. | Alaska, Scotland, & Russia | Trapping is a good source of income for some people. | Herbs and shrubs are important medicinal plants. |

| 'B O R E A L' Blocks | | | |
|--|--|---|--|
| Canada's boreal forest is home to about 14% of the total population of Canada. | Wetlands cover 30% of Canada's boreal forest. | More than 540 medicinal plants treat over 25 diseases. | Every year more than 26 million ducks and waterfowl nest and breed in Canada's boreal. |
| Ontario, Quebec, Newfoundland. | Boreal forest provides half of Canada's wood harvest. | Seed-eating birds and omnivores (ravens) may stay year round. | The population of boreal cities ranges from 7500 (Goose Bay) to 150,000 (St. John's) |
| Canada's boreal has about 1.5 million lakes and some of the largest rivers. | Different medicines use different plant parts: roots, leaves, etc. | | |

| 'F O R E S T' blocks | | | |
|--|---|--|--|
| Lightning causes about 85% of fires; careless people cause the rest. | The boreal forest is under increasing pressure from logging, mining, and oil and gas. | Boat travel: canoes, sail boats, kayaks, motor boats | Boreal trees, soils, water, and peat store more than 208 billion tonnes of carbon. |
| Oral narratives are rooted in places within the boreal forest. | Coniferous trees dominate: black and white spruce, jack pine, and tamarack. | Plants such as fireweed appear soon after a fire. | Infrastructure from resource industries affects the boreal forest. |
| Recreation related activities contribute more than \$4 billion a year to Canada's economy. | Cumulative stresses may test the ecosystem's ability to survive intact. | Aboriginal culture is tied closely to the land. | Frost-free days for growing can vary from less than 50 in the far north to over 120. |
| Fire disturbs the boreal more than pests and the forestry industry. | Resource industries have had severe impacts on some boreal regions. | Hiking, camping, bird watching, skiing, and snowshoeing. | The boreal forest holds more than 80% of the world's freshwater. |
| Boreal animals and plants are part of Aboriginal cultural practices. | Deciduous trees include birch, willows, poplar, aspen, and alder. | Fire helps many boreal plants to regenerate and survive. | Big hydro dams change stream-flow, flood large areas, and produce methyl mercury. |

| 'F O R E S T' blocks | | | |
|--|--|--|---|
| Hunting and fishing – on your own or with camps and outfitters. | The value of storing carbon and filtering water is 2.5 times more than the value of extracted resources. | Aboriginal ceremonies, practices, and rites show respect for the land. | Flower lovers find buttercups, daisies, orchids, peas, saxifrage, poppies, roses, and others. |
| Fire consumes about 1/3 of living material. | We have protected 10% of Canada's boreal forest– only 6% permanently. | Music and art festivals; eco- and cultural tourism; northern lights. | Canada's boreal waters are critical for forming Arctic sea ice. |
| Aboriginal healing involves spirituality and intimate connections with the land. | Other boreal plants are ferns, lichens, mosses, and fungi. | | |

| B Boreal places - global | O Only the main boreal facts | R Resource industries | E Eating & healing plants | A Animals & birds | L Life in boreal communities |
|--------------------------------|------------------------------------|-----------------------------|---------------------------------|-------------------------|------------------------------------|
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| F Forest fire in the boreal | O Other resource industry info | R Recreation & tourism | E Ecosystem facts & values | S Spirituality & culture | T Trees & other flora |
|-----------------------------------|--------------------------------------|------------------------------|----------------------------------|--------------------------------|-----------------------------|
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8: iCare: Reduce, Reuse, Recycle, Recover

Instructor Notes

Essential skills: working with others, thinking, oral communication, writing, reading, computer use

At the end of each activity, discuss the essential skills that learners used to complete the activity.

iCare: reduce, reuse, recycle, recover

Learners talk and think about how people and communities handle garbage. They learn about NWT programs and make a brochure or poster, or write a letter or article, to encourage people to 'reduce, reuse, recycle, recover'.

1. Start the activity with a brainstorm / discussion. Use the questions below. Introduce the idea through the Renewable Resources Officer story – how Leeroy gets the fire crew to use ceramic cups instead of styrofoam.
 - What is garbage?
 - What do we do with garbage in our community?
 - Has this changed in the past 10 to 15 years? If yes, how has it changed? If no, should it change?
2. Divide learners into four groups – one group each for the four words: reduce, reuse, recycle, recover. Ask them to discuss the following questions and make notes. Ask each group to then pass their paper to the next group so they can add their ideas for that word. When each group has had a chance to brainstorm each word, bring the group together to share and discuss their ideas.
 - What does the word mean to you?

- What do people in our community do in their daily life to reduce / reuse / recycle / recover?
 - Could people in our community do more? If yes, how? If no, why not?
3. Ask learners to go to the iCare website <http://icarenwt.ca/> to review / learn about NWT waste reduction programs.
- Details of the Beverage Container Recycling Program and the Single-use Retail Bag Program.
 - The 2010-2011 Annual Report for the Waste Reduction and Recovery Act is also a good resource.
http://icarenwt.ca/uploads/files/beverage/waste_reduction_and_recovery_program_2010-2011_annual_report_final_-_december_9,_2011.pdf
4. Ask learners to make a brochure or poster, or write an article or letter for a local newspaper or newsletter to encourage people in their community to do more to reduce, reuse, recycle, recover. The handout provides a basic outline for them to follow.
5. Ask learners to present their brochure, poster, letter, or article to the group.



iCare: Reduce, Reuse, Recycle, Recover Handout 8

Talk and learn about garbage and reduce, reuse, recycle, recover.

1. Start with a brainstorm / discussion:
 - What is garbage?
 - What do we do with garbage in our community?
 - Has this changed in the past 10 to 15 years? If yes, how has it changed? If no, should it change?

2. Work in four small groups. Each group discusses one of these words: reduce / reuse / recycle / recover. Make notes and pass the page to the next group so they can add their ideas. When each group has made notes about each word, share and discuss your thoughts and ideas.
 - What does the word mean to you?
 - What do people in our community do in their daily life to reduce / reuse / recycle / recover?
 - Could people in our community do more? If yes, how? If no, why not?

3. Go online to the iCare website <http://icarenwt.ca/> to review / learn about NWT waste reduction programs.
 - Details of the Beverage Container Recycling Program and the Single-use Retail Bag Program.
 - The 2010-2011 Annual Report for the Waste Reduction and Recovery Act is also a good resource.

http://icarenwt.ca/uploads/files/beverage/waste_reduction_and_recovery_program_2010-2011_annual_report_final_-_december_9,_2011.pdf

4. Make a brochure or poster, or write a letter or article for your community. Use the guidelines below to think about and develop your ideas.

- ☐ Who is your audience? Who are you writing to or for?
 - Are you writing to one person or to a group of people such as students, families or leaders?
 - What do these people already know? How can you increase their knowledge?

- ☐ What is the purpose?
 - What do you want people to know or do?
 - What do you want to happen when people read your document?
 - If you want to inform people, what do you want them to do with the information?

- ☐ Make an outline.
 - Introduce your ideas.
 - Put your ideas in logical order.
 - Put the most important information first.
 - Include only the information that people really need to know.

- ☐ Write a first draft.
 - Clearly state your main message.
 - Use words that the audience understands.
 - Write short sentences with just one idea in each sentence.
 - Include photos or other graphics and add colour if needed.
 - Leave lots of white space.
 - Use print large enough for people to read easily.

- ☐ What does the document look like?
 - Add pictures, photos, or other graphics if needed.
 - Leave lots of white space.
 - Add colour if needed.
 - Use print that is large enough for people to read easily.

- ☐ Test and revise your document.
 - Read it out loud.
 - Ask one or two friends, family members, or other learners to read it and give you feedback.
 - Use the comments to revise your document.
 - Write a final draft and print.



9: NWT Protected Areas Strategy

Instructor Notes

Essential skills: computer use, reading, thinking, writing, working with others

At the end of each activity discuss the essential skills that learners used to complete the activity.

NWT Protected Areas Strategy (PAS)

Learners explore information about the Protected Areas Strategy. In 2009 Saoyu Ehdacho National Historic Site on Great Bear Lake, near Deline, became the first protected area established under the PAS.

The activity relies on access to information on the PAS website, so check your connections <http://www.nwtpas.ca/index.asp> . Most PAS info has lots of photos and colour, and files are quite large. You may want to make electronic/pdf files and/or print copies for learners to use if you have slow connections.

- PAS video 'Protecting Our Special Places' at <http://www.nwtpas.ca/media-video.asp> or DVD.
- PAS Brochure <http://www.nwtpas.ca/documents/brochure-2009.pdf>
- PAS 8-step process <http://www.nwtpas.ca/documents/document-intro-8steps.pdf>
- PAS legislative comparison chart – shows the different kinds of protection available in the NWT, through territorial or federal laws <http://www.nwtpas.ca/documents/document-july2010-legislationchart.pdf>
- Saoyu-Ehdacho site sheet <http://www.nwtpas.ca/areas/Sitesheet-Saoyu.pdf>

Follow these steps to carry out the activity:

1. Before you show the video, brainstorm with learners to see if anyone has heard of the Protected Areas Strategy and what it does?
2. Show the PAS video 'Protecting Our Special Places.' Watch it online <http://www.nwtpas.ca/media-video.asp>, or get a DVD from the PAS Secretariat. Ask learners what they think about this kind of initiative.
3. Ask learners to access these documents on the PAS website, or give them electronic or print copies. Learners use the information in these documents to fill in the blanks in statements about the PAS.
 - PAS Brochure
 - 8-step PAS
 - PAS legislation comparison chart – showing different types of protection
 - Saoyu-Ehdacho site sheet
4. Discuss their answers.



NWT Protected Areas Strategy Handout 9

- ☑ Watch and listen online to the video 'Protecting Our Special Places' at <http://www.nwtpas.ca/media-video.asp>
- ☑ Access these documents online at the PAS website. Or get copies of them from your instructor.
 - PAS brochure <http://www.nwtpas.ca/documents/brochure-PAS.pdf>
 - 8-Step PAS Process <http://www.nwtpas.ca/documents/document-intro-8steps.pdf>
 - PAS Legislative Comparison Chart – shows different kinds of protection <http://www.nwtpas.ca/documents/document-july2010-legislationchart.pdf>
 - Saoyu-Ehdacho site sheet <http://www.nwtpas.ca/areas/Sitesheet-Saoyu.pdf>
- ☑ Use the above documents to find the information you need to fill in the blanks in the statements below. Some statements have up to four blanks. Use the words in the list below to fill in the blanks. Use each only once.

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> amount | <input type="checkbox"/> type | <input type="checkbox"/> fourteen |
| <input type="checkbox"/> climate | <input type="checkbox"/> vegetation | <input type="checkbox"/> forty-two |
| <input type="checkbox"/> partners | <input type="checkbox"/> geology | <input type="checkbox"/> sponsoring |
| <input type="checkbox"/> cultural | <input type="checkbox"/> ecological | <input type="checkbox"/> economic |
| <input type="checkbox"/> National Park | <input type="checkbox"/> Conservation Zone | <input type="checkbox"/> critical |
| <input type="checkbox"/> wildlife | <input type="checkbox"/> area | <input type="checkbox"/> harvesting |
| <input type="checkbox"/> peninsulas | <input type="checkbox"/> national | <input type="checkbox"/> historic |
| <input type="checkbox"/> site | <input type="checkbox"/> great | <input type="checkbox"/> bear |
| <input type="checkbox"/> land use | <input type="checkbox"/> plain | <input type="checkbox"/> lake |

1. A protected area is a defined piece of land where a certain law limits the _____ and _____ of human activity.
2. A Steering Committee guides the PAS process. The Committee has representatives from _____ organizations.
3. The goals of the PAS are to protect special cultural and _____ areas, and areas that represent _____ ecoregions.

4. Ecoregions are relatively large areas of land and water with similar _____

_____ and other ecological features.
5. The eight steps in the PAS process can take many years and all _____ must work together.
6. Partners work together to gather traditional and scientific knowledge about the _____,
_____, and _____ values of the area.
7. Two types of areas protect surface and subsurface, and allow no industrial development. They are called _____
and _____.

8. The bluenose caribou herd calving area is an example of a _____
_____.
9. All types of protected areas recognize Aboriginal rights and place no limits on _____
by Aboriginal people.
10. Saoyu and Ehdacho are two major _____
on the west side of Great Bear Lake, near Deline.
11. In 2009 Saoyu Ehdacho _____
_____ became the first protected area established under the PAS.
12. Saoyu-Ehdacho National Historic Site is located in the ecoregion called _____
_____.
13. Local communities and aboriginal groups partner with _____
_____ agencies to create and manage protected areas.



10: Essential Skills – Home and Community

Instructor Notes

Essential skills: working with others, thinking, writing, oral communication

At the end of each activity discuss the essential skills that learners used to complete the activity.

Essential skills – home and community

Learners brainstorm examples of how they use essential skills in their daily lives – at home and in their community.

After the brainstorm ask learners to write down one example of how they use each essential skill at home or in their community.



Essential Skills – Home and Community Handout 10

Brainstorm as a group examples of how the people you know use each essential skill at home and in their community.

Write down one example of how you use each essential skill in your own life, at home and in the community.

| Essential skills | Home / community examples of how you use essential skills |
|------------------|---|
| Reading | |
| Document use | |
| Writing | |
| Numeracy | |

| Essential skills | Home / community examples of how you use essential skills |
|-------------------------------|---|
| Oral communication | |
| Thinking | |
| Working with others | |
| Computer use/Digital literacy | |
| Lifelong learning | |



11: Assess Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Assess your essential skills

Activities 11 and 12 (Increase Your Essential Skills) are the same for the five stories in this Study Guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



Assess Your Essential Skills
Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There are no right or wrong answers and no scoring. Learn something about the skills you enjoy, the skills you’re good at, and the skills you might want to improve.

Use the information you record here for Activity 12 ‘Increase Your Essential Skills.’

| Reading | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Find the information I need in a pamphlet from the school or health care centre. | | | |
| Read, understand, and enjoy books or newspapers. | | | |
| Use a dictionary to look up the meaning of words I don't know or understand. | | | |
| Read reports, and understand and use the information. | | | |
| Read and understand letters from government, banks, or other agencies. | | | |
| Read stories out loud to children or to other adults. | | | |
| | | | |
| | | | |

| Computer Use/Digital Literacy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Use computers and the Internet to find information. | | | |
| Use Facebook, email, and/or Twitter to communicate with other people. | | | |
| Use computer software for word processing or other things. | | | |
| Use digital technology such as a camera, phone, or tablet. | | | |
| Use a computer keyboard properly, with all fingers and thumbs. | | | |
| Use digital tools such as a GPS or smart board. | | | |
| | | | |
| | | | |

| Writing | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Write a list, a recipe, directions, or a quick note. | | | |
| Write a letter or email. | | | |
| Write stories, poems, or other creative things. | | | |
| Write a report to communicate and analyze information, and to make recommendations. | | | |
| Fill out forms or a cheque. | | | |
| Check grammar, spelling, and punctuation and rewrite as needed. | | | |
| Communicate my thoughts and ideas in writing. | | | |
| | | | |
| | | | |

| Numeracy | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use numbers, fractions, and percentages. | | | |
| Add, subtract, multiply, and divide without using a calculator. | | | |
| Use money and make change. Figure out a bill or invoice and pay it. | | | |
| Measure things such as distance, volume, size, and weight. | | | |
| Understand and use numbers in a table, chart, or graph. | | | |
| Understand how much things cost. Estimate the GST. | | | |
| | | | |
| | | | |

| Document Use | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Understand and use diagrams, tables, charts, and graphs. | | | |
| Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate. | | | |
| Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair. | | | |
| Read maps and use them to see where I am and how to get somewhere. | | | |
| Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player. | | | |
| | | | |
| | | | |

| Oral Communication | | | |
|--|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Tell stories; listen carefully to others' stories. | | | |
| Listen to or give directions. | | | |
| Organize ideas and speak clearly. | | | |
| Ask and answer questions when needed. | | | |
| Listen carefully and respond in ways that show I understand. | | | |
| Talk comfortably on the phone, to get or receive information. | | | |
| Choose language, tone, and gestures that fit the listener and topic. | | | |
| | | | |
| | | | |

| Thinking | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Gather information, consider pros and cons, and make decisions. | | | |
| Use my imagination to come up with new ideas and combine ideas in new ways. | | | |
| Recognize a problem and figure out possible solutions. | | | |
| Plan and organize tasks. | | | |
| Remember things. | | | |
| Form an opinion. Realize that I have my own ideas and beliefs about things. | | | |
| | | | |
| | | | |

| Working with Others | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Cooperate with others and do my share of the work. | | | |
| Contribute ideas and effort to the team or group. | | | |
| Respect people of different races, abilities, and genders and work well with them. | | | |
| Listen to team members, give support, help resolve problems. | | | |
| Be friendly and show respect and understanding for others. | | | |
| Clearly and calmly present the facts and arguments as I see them. | | | |
| Show empathy. Put myself in someone else's shoes. Understand another person's point of view – why they think and act the way they do. | | | |
| Assert myself in a positive way. Stand up for my ideas. | | | |
| | | | |
| | | | |

| Continuous Learning | | | |
|---|--------|-----------|-------|
| I can: | Always | Sometimes | Never |
| Identify new skills that I'm keen to learn and use. | | | |
| Look for and take part in new challenges and experiences. | | | |
| Share my skills and knowledge with others. | | | |
| Understand that it's important for me to keep learning new things throughout my whole life. | | | |
| Assess my own knowledge and skills accurately. | | | |
| Set well-defined and realistic goals for learning, and monitor my progress. | | | |
| Work hard and learn to do things really well. | | | |
| | | | |
| | | | |



12: Increase Your Essential Skills

Instructor Notes

Essential skills: thinking, document use, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 'Assess Your Essential Skills.'

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



Increase Your Essential Skills Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills.' Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

2. Look again at your responses. Write down three skills that you most want to improve.

3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other _____
- ☐ Other _____

Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use email, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other _____
- ☐ Other _____

Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write stories, poems, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other _____
- ☐ Other _____

Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other _____
- ☐ Other _____

Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. Examples: apply for a job or a passport, or replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and how to get somewhere.
- ☐ Use a manual to figure out how something works and get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other _____
- ☐ Other _____

Oral Communication

- ☐ Tell stories; listen carefully to others' stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other _____
- ☐ Other _____

Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and genders and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
Understand another person's point of view – why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other _____
- ☐ Other _____

Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other _____
- ☐ Other _____

Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
- ☐ Look for and take part in new challenges and experiences.
- ☐ Share my skills and knowledge with others.
- ☐ Understand that it's important for me to keep learning new things throughout my life.
- ☐ Assess my own knowledge and skills honestly.
- ☐ Set well-defined and realistic goals for learning, and monitor my progress.
- ☐ Work hard and learn to do things really well.
- ☐ Other _____
- ☐ Other _____

4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
 - ☐ Where do I want to be? What is a goal that I can achieve?
 - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
 - ☐ How do I get what I need? What actions can I take? How much time do I need?
 - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

Resources

BEAHR training programs - a series of culturally relevant, skills-based environmental training programs for Aboriginal learners.

<http://www.eco.ca/public/services/BEAHR-training-programs/516/>

Canadian Boreal Initiative <http://www.borealcanada.ca/index-e.php>

- Maps <http://www.borealcanada.ca/research-maps-e.php>
- Counting Canada's Natural Capital: Assessing the Real Value of Canada's Boreal Ecosystems
[http://www.borealcanada.ca/documents/Boreal Wealth Report Nov 2005 000.pdf](http://www.borealcanada.ca/documents/Boreal_Wealth_Report_Nov_2005_000.pdf)
- NWT Fact Sheet
<http://www.borealcanada.ca/Northwestterritories-e.php>

Canadian Forestry Association Teaching Kits

- Vol. 7: The Boreal Forest A Global Legacy
http://www.canadianforestry.com/kits/english/vol7_e.pdf/vol7_e.pdf
- Vol. 8: Canada's Boreal Forest Tradition and Transition
<http://www.cwf-fcf.org/assets/pdf/en/cfa-boreal-kit-en-vol-8.pdf>
- Teaching Kit User Guide
<http://www.canadianforestry.com/kits/english/guide-e.html>

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council <http://www.nwt.literacy.ca/adultlit.htm>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

iCare NWT – GNWT waste reduction and recycling programs and initiatives. <http://icarenwt.ca/>

- Waste Reduction and Recovery Program Annual Report 2010-2011
http://icarenwt.ca/uploads/files/beverage/waste_reduction_and_recovery_program_2010-2011_annual_report_final_-_december_9,_2011.pdf

Links to online self-assessment sites.

<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineSelfAssess.htm>

Natural Resources Canada, the Atlas of Canada, Learning Resources, Boreal Forest

http://atlas.nrcan.gc.ca/site/english/learningresources/theme_modules/borealforest/index.html

NWT Cumulative Impact Monitoring Program

<http://www.nwtcimp.ca/vcstknowledge.html>

- Fish Habitat, Population, and Harvest
http://www.nwtcimp.ca/documents/VCREports_Sept_2011/FISH_HABITAT_POPULATION_AND_HARVEST_FINAL.pdf

NWT Protected Areas Strategy <http://www.nwtpas.ca/>

- Video 'Protecting Our Special Places'
<http://www.nwtpas.ca/media-video.asp>

- PAS Information Sheets and Site Sheets
<http://www.nwtpas.ca/publications-infosheets.asp>
- Experiential Science 10/20/30 Teachers Resources Manual
<http://www.nwtpas.ca/education-trm.asp>

NWT Summary of Hunting Regulations July 1 2011 to June 30 2012

http://www.enr.gov.nt.ca/live/documents/content/2011-2012_Hunting_Guide.pdf (**note:** changes every year)

The Career Key and 'The Foundation Job Skills'

http://www.careerkey.org/asp/career_development/foundation_skills.html

TOWES: Testing of Workplace Essential Skills.

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.